DOCUMENT RESUME

ED 118 836 95 CE 006 378

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TITLE Faculty In-Service Training Pilot Program. Evaluation.
INSTITUTION Maryland Univ., College Park. Univ. Coll.
SPONS AGENCY Catonsville Community Coll., Md.; Office of Education (DHEW), Washington, D.C.
PUB DATE 19 Mar 75
NOTE 62p.; Not available in hard copy due to marginal reproducibility of original document; A part of the Maryland Community Services and Continuing Education Project

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS *Adult Education; *Adult Educators; Community Colleges; *Inservice Teacher Education; Program Descriptions; Program Design; *Program Evaluation; Teacher Workshops
IDENTIFIERS *Andragogy; Community Services Continuing Education Project; Maryland

ABSTRACT

The document presents an evaluation of a faculty inservice training project of the Maryland Community Services/Continuing Education (CS/CE) Project, which was designed with the purpose of acquainting adult teachers in community colleges with the principles of andragogy, by way of a series of workshops. Part 1, Background, discusses the formation and activities of the task force which designed and sponsored the training. Part 2, Design, describes and evaluates the workshop sessions. Evaluation Data are presented in Part 3 and discussed with relation to the efficacy of the design, the degree to which people retained content material, their impressions of the concept of andragogy, and attempts to implement andragogy. Part 4, Issues, focuses on the various issues revealed by the project, including aspects of workshop design, audience, expectations, replication and/or transferability of content, staffing, alternatives, and andragogy as content. Positive conclusions about the project are briefly discussed in the last part. Over one-half of the document consists of appended material: (1) a description of the CS/CE project, (2) workshop materials for the faculty inservice training program, (3) evaluation instrument, (4) participant evaluation form, (5) participant list, and (6) letter of invitation to participants. (EC)

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ED118836

MARYLAND COMMUNITY SERVICES/
CONTINUING EDUCATION PROJECT

UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE

FACULTY IN-SERVICE TRAINING

PILOT PROGRAM

EVALUATION

CONDUCTED AT: CATONSVILLE COMMUNITY COLLEGE
FEBRUARY 8, 1975 THROUGH MARCH 19, 1975

EVALUATOR: DR. DEAN A. HOLT

Funded by:
Catonsville Community College
and
Program IMPACT of Title I
Higher Education Act of 1965

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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INTRODUCTION

OVERVIEW

This document presents an evaluation of the Maryland Community Services/Continuing Education Project on Faculty In-Service Training conducted at Catonsville Community College between February 8 and March 19, 1975. The project was designed and sponsored by the Task Force on In-Service Adult Education which, in turn, is a component of the Maryland Project to Strengthen Community Services and Continuing Education.

The Task Force designed and administered an educational sequence which attempted to acquaint teachers of adults in the community college setting with the basic principles and functional implications of Andragogy as originally developed by Dr. Malcolm Knowles of the University of North Carolina. Andragogy, a relatively new term in educational circles, is generic in nature and refers to the whole practice of adult education and is not, therefore, to be construed as a very narrow theoretical formulation. A discussion of Andragogy was the broad theoretical base upon which a more general treatment of adult education was built in this instance.

The purpose of the project was to determine whether or not this subject matter, mediated by means of the design the Task Force chose, was: a) effective as an educational intervention to transmit the basics of Andragogy; b) perceived as useful by participants who were themselves community college faculty members; and c) a design which readily permitted replication in other settings and which could be administered by qualified professionals other than those originally drafting the design.

Arrangements were made at Catonsville Community College, Catonsville, Maryland, through Mr. Jim Oates. Mr. Oates is a member of the Task Force and also Director of Continuing Education and Community Services at Catonsville Community College.

The project commenced on February 8th, 1975 with a full day workshop. Thereafter five (5) two-hour workshops were scheduled on

Monday, February 17
Monday, February 24
Wednesday, March 5
Monday, March 17
Wednesday, March 19

The Task Force retained myself, Dr. Dean A. Holt, to conduct an evaluation of the intervention. This report is a result of my evaluation, which the Task Force will use in the process of reaching decisions regarding the future utility of similar interventions.

ORGANIZATION OF THIS REPORT

This document is designed to trace the development and administration of the project in as much detail as is relevant to provide a sound data base for the Task Force. However, since there are a considerable number of persons interested in continuing education for college faculty who teach adults, the evaluation is intended to be sufficiently comprehensive so that one wholly unfamiliar with this particular project will be able to follow the development of it without difficulty and, by so doing, judge for him/herself whether or not a similar project would be useful in his/her own context. Therefore, following this introduction, the following items will be covered in detail:

- Background; formation of the Task Force and its mandate; deliberations of the Task Force and the process by which they selected this particular intervention; how the design evolved and what expectations Task Force members developed concerning its impact; logistics--including preparation for the first run at Catonsville, cost of the project, etc.
- Design. Each session is described in detail and appropriate handout materials included in the appendix. Comments by the evaluator are included with each description.
- Evaluation data collected from the participants are presented together with the instruments used to collect them.

++ An analysis of those and other, more subjective data collected by the evaluator is included.

++ The issues. Several important and interesting issues were raised in the process of completing this project and contemplating its replication. Those issues are presented in detail and include ones concerning:

- ++ Design
- ++ Timing
- ++ Audience
- ++ Expectations
- ++ Replications
- ++ Cost Effectiveness
- ++ Staffing
- ++ Alternatives
- ++ Educational Philosophies
- ++ Setting
- ++ Goals and Objectives

++ The evaluators conclusions complete this document.

HOW TO USE THIS DOCUMENT

This evaluation is constructed linearally and is best used that way--beginning at the beginning and reading through to the end. Otherwise it is difficult for the reader to get the whole picture in perspective. However, certain segments of the report can be used independently if one is not especially interested in evaluative concerns. For example, the section on design is detailed enough to provide the reader with the whole design and all its parts. Or, one may only be concerned with issues, in which case that section may be read first. Generally speaking the issues raised are broad and not especially unique to this project. The reader is cautioned against quantum leaps to other educational situations on the basis of the issues alone. However, no claim is made here that the data presented have any absolute relevance except to the project described.

This report is not a manual of instructions for those who would like to plan similar workshops. No trainer notes are included nor are a sufficient number of logistical details listed for this document to qualify as an instructional manual.

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EVALUATION METHODOLOGY

Evaluation is an imprecise business in the field of education. Every method used has both advantages and drawbacks. Our methodology and the rationale behind it is presented here in order to provide a framework for the readers' expectations. The whole truth and nothing but the truth does not appear here for several reasons: the "whole" truth of any project is not discoverable owing to the enormous number of confounding variables involved in an actual human interaction. One looks instead for data pertinent to the goals set for the project and, as a result, must miss a great deal else. Moreover, the project was initiated as a test of an educational intervention--not as a test of evaluation methodology. Given that fact, the evaluation was consciously conducted as unobtrusively as possible. For example, a pre-post test design was not used. A pre-test is a formal intervention requiring time. Not only that; testing of any kind effects the learning climate to some unknown degree. Since one of the objectives of the workshop was to create a learning climate congruent with self-motivated learning, the decision was made not to contaminate that process by pre-testing. The decision was also biased by the fact that cognitive objectives for the project were few, though they were there.

The first step in the evaluation process was selection of an evaluator. I was chosen because of my familiarity with the subject matter, my observation skills and ability to communicate the results of my work in writing.

The Task Force, through Dr. David Hartl, communicated the following tasks to me in a memo dated February 27, 1975:

1. The retrieval and documentation of the strategy steps involved gaining access to Community Service/Continuing Education faculty members.

2. Providing process observation and feedback regarding the Faculty In-Service Training Program to be offered at Catonsville Community College.

3. Developing evaluation objectives and appropriate instruments and conducting the evaluation of the strategy and training program sponsored by the Task Force.

4. Writing a summary report to be presented to the Maryland Statewide Project Advisory Committee.

5. Participating in a dissemination conference to share the product of the Task Force.

The objectives of the evaluation are:

1. To determine the Task Force's rationale for initiating the project and what clear need the intervention is designed to meet.

2. To ascertain the extent to which the intervention met its objectives insofar as they were formally articulated.

3. To identify variables surfaced by the intervention itself which where not foreseen and which are of apparent significance.

4. To articulate the issues the project generated which require exploration.

5. To determine the approximate cost effectiveness of the project.

6. To identify strengths and weaknesses of the design.

7. To develop criteria by which staff for future projects might be selected.

8. To determine the extent to which the design is replicable as a "package."

9. To determine whether or not the learner's needs were met insofar as they were articulated.

Evaluation methodology utilized falls roughly into four categories:

1. Examination of documents.

2. Observation of the entire workshop.

3. Use of evaluation instruments.

4. Interviews with participants and Task Force members.

All of the minutes and records of the Task Force which are germane were examined. They include:

1. Task Force meeting notes from meetings on November 15, 1974; December 12, 1974; January 9, 1975.

2. Memoranda: Dr. David Hartl to Task Force members (undated); Dr. David Hartl to Task Force members dated November 8, 1974; Ms. Janet Davis, Project Coordinator to Task Force members dated January 3, 1975.

3. Document: Maryland Statewide Project to Strengthen Community Service and Continuing Education Programs In Institutions of Higher Education.

4. Document: Tentative Design. Catonsville Community College Faculty In-Service Training.

I participated in the entire workshop sequence and kept notes of the proceedings. I was an observer, rather than an active participant, and was introduced to the group as an observer and an evaluator for the Task Force by Dr. Hartl on the first day, February 8th.

Two evaluation instruments were employed. One was designed specifically for the project and is a post-project instrument. The other is a general evaluation sheet regularly used at Catonsville Community College and was administered by Mr. Jim Oates as a part of his responsibilities as Director of Continuing Education and Community Services. Mr. Oates shared the evaluations for use in this report. Copies of both instruments are included in the appendix (C and D).

Participants and Task Force members were interviewed as well. I wanted to find out what kinds of expectations Task Force members had for the project, what their maximum and minimum hopes for it were, and what constituted a "package," or replicable intervention. Participants were interviewed to discover the need (or stimulus) that brought them to the project and, in addition, their reactions to the experience on the affective level. One-half of the participants were contacted during the course

of the project . The interviews were brief, lasting not more than ten minutes at a maximum. Task Force members were interviewed more extensively since no written instrument had been prepared for them. All of the active members of the Task Force were interviewed.

These data were compiled and analyzed by myself and with help from the members of the Task Force. The data are presented in Chapter III of this document and my analysis in Chapter IV.

WHERE THE EVALUATION LEADS

Virtually all evaluations raise questions and issues and this one is no exception. The purpose of it is to provide data for future decisions rather than to criticize or acclaim past performances. Therefore, the inclination of my own interests is towards tomorrow. Naturally, I observed responses, presentations, mind-sets and expectations that I might have fashioned differently had I the power to do so. However, I was not expecting perfection in this project, nor do I anticipate it in others to follow. Instead, I sought to discover the organizational, attitudinal and classroom factors which have a direct and significant bearing on the initiation of subsequent, successful, attempts to communicate the principles of the modern practice of adult education to faculty members of community colleges throughout the state. As a result, I have not commented upon everything I observed. If my judgment is in error then I alone assume that responsibility. The data from which they are derived are included in order that the reader may draw his/her own conclusions.

I. BACKGROUND

FORMATION OF THE TASK FORCE AND ITS MANDATE

On October 20, 1972, thirty representatives of educational institutions and organizations in Maryland convened in Baltimore to consider the need for cooperation among institutions in offering continuing education and community service programs. During a business meeting in the afternoon, representatives of the community colleges passed a resolution providing for a committee to explore potential cooperative relationships with all other statewide continuing education programs. Among the problems they wish to address are:

- ++ There are approximately forty (40) institutions of higher education in the state of Maryland, many of which offer some form of continuing education; some are small and locally targeted. Others are large and complex. There is little coordination between institutions so that there is unnecessary duplication of programming and uneven regulations and understanding when students wish to transfer continuing education credits from one school to another.

- ++ There is a lack of generally available information about which institutions are offering what programs, problems generated simply because personnel are either untrained or inexperienced in handling adult learners and adult learning programs, and an ever-present need for reliable financial support.

- ++ There is, in fact, no coordinated, statewide effort in continuing education of any kind, formal or informal. Institutions essentially "do their own thing," and as a result, occasionally duplicate programs or, worse, compete with oneanother for both students and resources.

Subsequent meetings led to development of a plan to provide for sharing of information, training of staff, and to coordination of programs in community service and continuing education. The general objectives of the plan meet a variety of needs. The objectives* are:

- ++ To develop a systematic process by which institutions can maintain records and easily retrieve comparable information on populations currently being served.

- ++ To develop a systematic, yet simple and cost effective, process for analyzing the demographic characteristics and educational needs of the population in specific geographical areas which can be shared among institutions serving that region or area.

- ++ To train community service and continuing education personnel in the use and implementation of the systems developed.

- ++ To develop a system for sharing program information among and between institutions serving specific geographical areas.

- ++ To provide activities and systems which will bring together community service and continuing education personnel for sharing of information and problem solving.

- ++ To acquire information on operation and capabilities of various delivery systems.

- ++ To examine the possibilities of developing some kind of coordinated and cooperative delivery system(s) for the State or various geographical areas of the State.

- ++ To acquire skills in program development for adults.

- ++ To acquire skills in management and administration of the adult education enterprise.

- ++ To acquire an understanding of the broad field of adult education.

- ++ To acquire skills in proposal writing and fund raising for community service projects and

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* The complete document from which this information is taken, Maryland Statewide Project to Strengthen Community Service and Continuing Education Programs in Institutions of Higher Education, is in Appendix A.

programs.

- To acquire skill in evaluating adult education programs.
- To develop a classified bibliography of general materials which deal with various aspects of adult education.
- To develop a bibliography (possibly annotated) on research that is directly relevant to the concerns of Maryland community service and continuing education problems.

Of these objectives, the most important are those dealing with in-service training in the field of adult education. Indeed, the major emphasis of the project is on staff training in program development, management and administration, evaluation, and related skills.

The major projects contemplated in the plan are a variety of seminars and conferences focusing on specific skills required by community service and continuing education personnel.

An Advisory Committee was appointed to provide overall direction and assessment of projects and a project staff was named to design and implement projects. Members of the Advisory Committee are:

Dr. June Bricker
University of Maryland, College Park, Maryland

Dr. Thomas E. Florestano
Anne Arundel Community College, Arnold, Maryland

Mr. Howard Greer
Montgomery College, Rockville, Maryland

Dr. Keith E. Glancy
Johns Hopkins University, Baltimore, Maryland

Mr. James L. Oates
Catonsville Community College, Catonsville, Maryland

Dr. Frederick Otto
Hagerstown Community College, Hagerstown, Maryland

Dr. Beryl Williams
Morgan State College, Baltimore, Maryland

The Project Staff is composed of:

Dr. John H. Buskey
University of Maryland, University College, College Park, Maryland

Ms. Janet R. Davis
University of Maryland, University College, College Park, Maryland

Dr. David E. Hartl
University of Maryland, University College, College Park, Maryland

Costs for projects, instruction, facilities, publication and administration are provided by PROGRAM IMPACT from federal resources. Costs of participant attendance are borne by participants' institutions and constitute part of the matching costs necessary to conduct the project.

A Task Force on Adult Education Instructor In-Service Training was formed and included:

Dr. Rowan Verhaalen
Mr. James L. Oates
Dr. Frederick Otto
Dr. Beryl W. Williams
Ms. Janet Davis
Dr. David Hartl

Dr. Hartl was convener. The first meeting of the Task Force was held on October 9, 1974 at the University of Maryland University College. The agenda for that meeting included two major issues:

1. What are the needs for In-Service Training of instructors in community service and continuing education programs with specific regard to adult education philosophy, methods, and techniques?
2. What are the most effective methods for securing the participation in in-service training

programs of the instructional staff of community service and continuing education programs?

Previous informal discussions and conversations had indicated that perhaps the adult education framework developed by Dr. Malcolm Knowles and called "Andragogy" would provide insight into question number one. With reference to question two, a team of adult in-service trainers might be developed to "circuit ride" the State rather than initiating a central in-service education program to provide training to everyone at the same time. Discussion during the meeting centered around:

++ Constituency of the Task Force.

++ Needs of the community service/continuing education faculty.

++ Organization of the CS/CE faculty.

++ Identification of present faculty in-service education (if any) in CS/CE.

++ Accountability issues for CS/CE faculty.

++ The target audience of the Task Force's interventions.

++ The issues involved in initiating an intervention.

++ Proposal of a three-level intervention.

Plans were made for a subsequent meeting on November 15, 1974, at Catonsville Community College. Dr. Hartl, in a memo to Project Task Force members dated November 8, 1974, outlined three objectives for the meeting:

1. To specify the initial target groups for an in-service training intervention.

2. To develop the specific strategies to be employed in implementing the intervention.

3. To identify the next steps we see as appropriate for continuation of the Task Force's work.

The meeting was planned to continue for five hours. During its course, it was noted that the faculty at Catonsville Community College had been surveyed and rated an in-service development program in the area of the adult as learner, as a high priority. The members of the Task Force decided to develop a pilot in-service training intervention for the faculty at Catonsville Community College in order to develop a "package," evaluate and revise the package as necessary, and develop outside resources and sources to enhance the package. The package might then be used as appropriate, at other institutions. It was further decided to discuss the organizational needs of the Catonsville administraion and faculty deans germane to faculty in-service training and then employ inside (within the Task Force) resources to develop the training package. At a noon meeting on the same day, Catonsville Community College personnel joined the group to assist in the development of the pilot project. They suggested it work through the already existing Staff Development Training Program administered by Mr. James Oates and that the idea ought not be forced but allowed to "grow in grace," as it were. Someone noted that the term "adult learner" might be an inhibitor and that the program might have to be "packaged" specifically to meet the requirements of Catonsville Faculty.

Thereafter, the Task Force decided to:

1. Put together a package for Catonsville. Dr. Hartl was assigned the task.

2. Meet with the Catonsville Community College administrators on December 12, 1974 to check needs and provide liaison.

3. Deliver the package in February.

4. Evaluate the package.

5. Document the strategies and look at the implications for future programs at other institutions.

6. Decide where to go from there.

The next meeting of the Task Force was scheduled on December 12, 1974, at Catonsville. Dr. Hartl was asked to prepare alternative models for an in-service training program for faculty for the Task Force to review prior to meeting with Catonsville personnel.

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* Hereafter abreviated as CS/CE.

On the 12th of December, the Task Force once again gathered at Catonsville. Dr. Hartl came armed with a variety of materials for review and convened the group at 9:30 a.m. Dr. Hartl's materials included:

1. Assumptions About Adults as Learners and Their Technological Implications for Adult Education Practice.
2. A Comparison of Assumptions and Processes of Pedagogy and Andragogy.
3. The Andragogical Process of Program Development.
4. Basic Steps of Program Development.
5. Criteria for Effective Learning/Teaching.
6. A Checklist for Effective Adult Learning and Growth.
7. Dimensions of Maturation (R. J. Havighurst).
8. Behavioral In-Put. . . Behavioral Out-Put.
9. The Helping Relationship and Feedback.
10. The Three-Legged Stool of Group Function.
11. Adult Education Processes.

Invited guests from Catonsville Community College joined the Task Force one hour later. The guests included the Dean of Faculty, Chairman of the Business Department, two assistants to the President of the College, and a professor of Political Science. Of these guests, two (assistants to the President) had been at the Task Force's November meeting.

The materials were offered for faculty review. Response was positive and support for the program was evident.

Jim Oates was assigned primary responsibility to discuss dates for the program. At that time, Mr. Oates guessed that the faculty would want a one day session to develop the concept of andragogy followed by periodic meetings (approximately 5) to develop specific concepts in depth. Jim was also asked to document in detail the strategies used to develop the program and incorporate the staff in the planning process. He was asked to document procedures, who he contacted, why he contacted certain people, etc. so that the strategies could be reviewed for purposes of replication.

Costs and financial implications were discussed. Dr. Hartl and Ms. Davis were assigned responsibility for gathering required data.

An important concern arose; namely, the design of a transferable program. Dr. Hartl was by this time acknowledged as facilitator for the Catonsville Pilot Program. However, he is unusually skilled in the communication of andragogy and it was apparent to all and sundry that David couldn't be the sole circuit rider. Therefore, the Task Force recognized the need to train others and to do so adequately. A smattering of knowledge about andragogy was considered insufficient.

Task Force members then took up one last item: What were the payoffs of the pilot project for the larger CS/CE Project? Two were cited:

1. Implications for the State vis developing successful continuing education in-service training.
2. Refined theory (or continual development) of andragogy itself as a result of explicating it in the Catonsville setting.

The next Task Force meeting was held on the Catonsville Campus once again, January 9th, 1975. Four members of the Task Force and two members of the Catonsville Community College Administration were present. By this time, the project was seriously underway and for all intents and purposes the intervention had begun. The faculty and administration had been alerted and asked to join in the planning; a tentative design had been developed; the major outlines had been agreed upon. All that remained were logistical details. Saturday, February 8 was named as the date for the whole-day workshop and the remaining session times were left open. It was decided, however, that each of the sessions subsequent to the one-day workshop should be at least 2 1/2 hours in duration.

Evaluation was discussed at length. The objectives of it were discussed (see introduction) as well as the need to define the kinds of learning the Task Force hoped to produce as a result of the program.

Funding was discussed. Catonsville contributed $500 - $600. Title I funds were available to pay an

evaluator and Catonsville's contribution was originally earmarked for the facilitator. No conclusions were reached at this meeting.

Dr. Hartl asked Mr. Oates to supply him with information on how the participants were invited and a summary of who they were.

No further meetings were held until after the pilot program was complete.

DISCUSSION

Several very interesting things did and did not happen according to the recorded deliberations of the Task Force. Among the very important issues raised were:

++ What is a "package?"

++ What, specifically, are the learning objectives of the program?

++ What are our indices of success?

++ Since Dr. Hartl can't replicate this program forever, who will? And how will he/she be trained?

++ Why this concept (andragogy) as over against others?

++ Who is the ultimate client?

None of these issues were settled to the complete satisfaction of the whole Task Force. In the first place, not everyone was able to attend every meeting. Furthermore, the issues simply were not worked out. For example, no one on the Task Force has the same answer to the question, "What is the 'package' you're thinking about? What's in it? What isn't in it?"

Objectives, in an andragogical framework, are generated by the learners--not by their mentors. It comes as no surprise, therefore, that learning objectives were not stated by the Task Force. However, since they weren't, deciding upon measurable indicators of success becomes a problem. The pilot project is really a play within a play; the participants have genuine objectives and so does the Task Force and the two sets are not necessarily the same. The Task Force wants to know, essentially, does the intervention work (generally)? But if the participants determine their own objectives (as they do), then the most we can say is, "It (the intervention) worked with this group," which still doesn't answer the Task Force's basic question. Therefore, the indicator of success (keeping in mind a replicable product) are difficult to ascertain with any degree of precision. Interviews with Task Force members indicated that this was indeed the case. Each had a different idea of what the indicators were and one was not sure there were any--or if there were, what they were.

Training of other facilitators was not worked out beforehand, either. Nothing in the project addressed that problem.

The question, "Why andragogy?" was answered differently by Task Force members. Two indicated a clear bias for Dr. Knowle's work and noted that only one other alternative (Havinghurst) was seriously discussed. If there was a clear cut selection among alternatives, the minutes of the Task Force don't show it and the Task Force members don't know that it happened. This is not a criticism of the Task Force's work; but it does raise the question as to the utility of the pilot program relative to the goals of the Advisory Committee. In other words, is the concept of andragogy sufficient to . . . "acquire an understanding of the broad field of adult education?" It may be. But there still remains, it seems to me, an area for discussion which was not wholly settled prior to inception of the pilot program.

These issues were not fully answered because of time pressures and the fact that Task Force members are involved elsewhere professionally. The project was by no means their sole concern. At the outset it needs to be stated clearly that, in my judgment, the project was superbly organized and executed. But still, the questions remain. However, the Task Force couldn't answer all the questions it raised at the price of never initiating an intervention at all! We can therefore use the results of the intervention to help. Suffice it to say that the program was initiated with the most complete data then available.

II. THE DESIGN

As previously noted, Dr. Hartl drafted a tentative design for the workshop and presented it to the Task Force on January 9th. That design is reproduced here in its entirety.

TENTATIVE DESIGN

CATONSVILLE COMMUNITY COLLEGE FACULTY IN-SERVICE TRAINING

The Maryland Community Services Continuing Education Project Task Force on Faculty In-Service Training is working with the Staff Development Committee of Catonsville Community College for the purpose of sponsoring a program on the adult education model called Andragogy and Its Implications for Educational Practice. This tentative design is the result of a meeting on December 12 at Catonsville Community College with the Maryland CS/CE Project Task Force and selected members of the faculty and administration of Catonsville Community College.

Assumptions

The following assumptions are made regarding the conduct of a Faculty In-Service Training Program at Catonsville Community College:

1. The Staff Development Committee of CCC will co-sponsor the In-Service Training Program together with the Maryland CS/CE Project;
2. The In-Service Training Program will occur some time in January 1975;
3. 20 to 25 CCC faculty members will participate in the program;
4. Adequate and informal space will be provided in which the program may occur.

Program Outline

The Program will be organized into three (3) time components:

A. A one-day session organized into the time-frame indicated on the design given in detail below;

B. Five evening sessions of approximately 2 1/2 hours in length over a period of five weeks will follow the one-day session;

C. A one-half day (2 1/2 hour) session following the five evening sessions to evaluate the total process and rediagnose continuing learning needs.

Detail Schedule for the One-Day Session:

9:00 a.m. Coffee, Welcome, Orientation to the day

9:30 a.m. Development of Problem census with participants to identify instructional issues and problems of concern

Presentation of Task Force problems and objectives

Synthesis of participant problems and objectives with Task Force problems and objectives

Organization of participant listening teams according to objectives of greatest interest

10:30 a.m. Break

10:45 a.m. Exposition and discussion of andragogy as a

theoretical framework and its implications for adult education practice

12:00 noon Lunch - Discussion of exposition on andragogy in listening teams during lunch

1:00 p.m. Questions and dialogue resulting from issues and concerns raised within listening teams during the luncheon period

1:30 p.m. Presentation of implications analysis framework

1:45 p.m. Organization of work groups according to objectives identified at the beginning of the day

Work group task - Using the implications analysis format, analize the implications of andragogy as an adult education framework in terms of the objective selected by the work group

3:00 p.m. Work group reports/comments/critique/discussion

Creating a continuing agenda of educational methods and techniques necessary for operationalizing andragogy as an educational approach within the framework of the objectives identified by participants

4:00 p.m. Review of the continuing learning agenda created by the work groups

Organization of the agenda into time-frames

4:30 p.m. Summary of the day

Identification of specific next steps

5:00 p.m. Adjournment

Five Evening Sessions

Following the one-day session a schedule of five evening sessions of approximately 2 1/2 hours each will be determined. The learning agenda for each of these evening sessions will be derived from the continuing agenda of educational methods and techniques that was identified by the participants in the one-day session. Each evening session would have two emphases:

1. A brief review of andragogy as a theoretical framework within which specific learnings and techniques may occur;

2. The presentation and experimentation for the development of theory and skill with one or more specific learning methods and techniques appropriate to andragogical practice.

Each evening session is open to new participants although it is assumed that those who attend the one-day workshop will find the theories of evening sessions more helpful than those who did not attend the one-day workshop. However, attendance at the one-day workshop is not a precondition for attendance in one or more of the five evening sessions.

One-Half Day Evaluation

The agenda for the final one-half day session is to evaluate the total process and rediagnose continuing learning needs of faculty who have responsibility for helping adults learn. All participants who attended the one-day workshop and/or any of the five evening sessions may attend the one-half day evaluation/rediagnosis session. The agenda for this session, specifically, included the following:

1. To systematically appraise the effectiveness of the learning process which occured during the one-day session and during the five evening sessions;

2. To evaluate the effectiveness of the strategy by which the Faculty In-Servie Training Program was offered and to document both the strategy employed and alternative strategies which might have been employed with greater effectiveness;

3. To identify additional continuing learning needs of faculty members who are responsible for helping adults learn and making recommendations to the institution for ways by which those needs might be met within the institutional framework;

4. Identify appropriate resources necessary for implementing programs that will, through the institutional framework, help to meet those continuing learning needs.

The actual design of the first day differed somewhat. That schedule is reproduced here.

Maryland CS/CE Project

Faculty In-Service Training Program

Catonsville Community College

February 8, 1975

SCHEDULE FOR THE DAY

9:00 a.m.	Coffee, Welcome, Introduction Orientation to Workshop Problem census Develop objectives
10:30 a.m.	Break
10:45 a.m.	Introduction to Andragogy Discussion
12:15 p.m.	Lunch
1:15 p.m.	Interest groups--Discussion and apply andragogy
2:30 p.m.	Reports
3:15 p.m.	Break
3:30 p.m.	Some comments on "climate"
4:15 p.m.	Scheduling next steps
5:00 p.m.	Adjourn

The five evening sessions noted in the tentative design actually turned out to be afternoon sessions. They were scheduled on:

Monday, February 17
Monday, February 24
Wednesday, March 5
Monday, March 17
Wednesday, March 19

These sessions were also two hours in length rather than two and one-half hours as specified by the tentative design.

This timetable was set at the end of the all-day workshop on February 8th and represents a number of individual compromises. It was obvious that not all of the participants who attended the all-day session would be able to meet all of the shorter classes. Calendar matching among professionals in any field is a difficult feat and the difficulty was anticipated. Most of Saturday's participants were able to hold the dates open. Conflicts were discussed but were unresolvable after all. It is for this reason that the Saturday workshop was not a pre-requisite for the later sessions. Participants were not asked to sign up for all six sessions beforehand. One could attend any or all of the classes as he/she

chose.

Even a casual observer recognizes the inherent problems of continuity uneven attendance raises. Nonetheless, no other arrangement is possible, given this design. The attendance patterns represent reality and they would essentially repeat themselves in any institution in the country. Attendance cannot be controlled in a voluntary program and ought not to be. Re-design might alleviate the problem somewhat and a discussion of that aspect will be included later in the chapter on Issues. But in terms of what actually happened, there were unavoidable time conflicts for participants.

The final design for the one-day workshop was followed precisely with the exception of the time allowed. The session ended at 4:30 p.m. instead of five. The participants had previously been informed that the session would end at 4:30 and had planned accordingly.

The remainder of this chapter will supply some details of each session together with my comments.

ONE-DAY SESSION, FEBRUARY 8th

After initial introducations by Mr. Jim Oates at 9:30 a.m., Dr. Hartl explained the background of the program and the design; why it was a workshop design and what the five following steps were. He then reviewed the design for the day which he had previously written on newsprint.

The next step was a problem census. Participants were asked to complete the following sentence:

"The single most important problem I have to deal with in helping adults learn is. . ."

Before that task was completed Dr. Hartl was asked to define "adult learner" (see notes of meeting). He did so in terms of the Task Force's definition, which included the note that schooling was not a full time activity for the adult learner. That definition met with some resistance and was finally offered as: "The adult learner is someone who takes charge of his/her own learning."

Participants were then asked to complete a second sentence:

"The single most important difficulty or block to doing something about that problem is. . ."

Two participants were asked to gather the results and record them. In the meantime Dr. Hartl asked participants to identify themselves to him and the group for purposes of developing a climate of openness and mutuality.

Thereafter, Dr. Hartl asked participants to derive learning objectives from the posted responses. The objectives were:

1. To discover alternative ways of maximizing contact with students given limited time.
2. To explore ways of helping students experience and demonstrate adequacy (trust, respect, identity, etc.).
3. To identify methods for finding out more information about students.
4. Finding methods of tapping experiences of adult learners.
5. To explore alternative ways of structuring learning experiences.
6. To find ways of helping students adjust to different learning environments.
7. To find ways of motivating math students who are in non-credit vs. credit courses.
8. To find ways of accomodating "life problems" within the learning experience.

A coffee break followed at 10:50 a.m. The group reconvened at 11:10 a.m.

Dr. Hartl then introduced the next phase, a lecture on the concept of andragogy. Dr. Hartl noted that andragogy is a speculative theory and thereafter defined andragogy and pedagogy so participants might see the difference. Andragogy means leading the man, pedagogy means leading the child. From that point, Dr. Hartl discussed the four assumptions upon which andragogy rests:

++ Self-Concept of adults

++ Experience of adults
++ Readiness of adults to learn
++ Time Perspective of adults.

The lecture was completed at 12:37 p.m. and lunch followed. The group reconvened at 1:30 p.m.

Dr. Hartl returned to the objectives listed earlier and suggested that each participant select one of them, join with others who have a similar interest and discuss the objective for an hour utilizing the concepts of andragogy. Interest groups formed in the follwing manner:

3 participants selected objective #1
6 participants selected objective #2
0 participants selected objective #3
0 participants selected objective #4
8 participants selected objective #5
3 participants selected objective #6
3 participants selected objective #7
0 participants selected objective #8

After an hour's work participant groups shared their discussion and conclusions with the class. It was apparent that the participants understood the concept of andragogy but that they were somewhat conservative about the prospects of fully implementing it in light of their own experience with students at Catonsville who were fairly conservative themselves and used to pedagogy. There was also some confusion which centered around the issue of structure vs non-structure. Andragogy was generally interpreted as non-structured, an approach which, by and large, participants had rejected previous to this workshop.

Dr. Hartl picked up the structure vs. non-structure issue and retranslated it into content vs. process, indicating that andragogy isn't abdication of leadership but a shift to facilitator of learning rather than the sole resource role commonly seen in a pedagogical style--"teacher tells."

He then moved into climate setting, refering participants to page 9 of the materials handed out previously (see Appendix B). After some closing comments and discussion, a schedule was set for the remaining two hour sessions. At the very end of the day, Dr. Hartl noted that the next session (first two hour class) would take up where the present session ended; namely, with continued discussion of the objectives. The workshop ended at 4:30 p.m.

There were twenty-four (24) participants.

COMMENTS

The entire day was well organized, well paced, and obviously well planned. The workshop was held in the library which is a clean, comfortable, well-lighted area. Students were on vacation and the workshop was the only group in the building. Lunch was served adjacent to the class.

Dr. Hartl's expertise is noteworthy. In my opinion, Dr. Hartl communicates the concept of andragogy exceptionally well. He is fluent, alert, responsive and exact. His delivery style is rapid, enthusiastic and entertaining. There are, in my opinion, not more that a handful of people in the State who can present the subject as competently as he.

Participants were enthusiastic and involved throughout the day until the very last 10 minutes when people began to shift their attention to leaving. I checked responses at lunch and found some participants excited by the concept, while others were simply "very interested." No one left the class. Discussion was animated throughout.

The President of Catonsville Community College joined the class briefly in the morning to indicate his affirmation of the project.

In my opinion, the workshop was among the best organized, most interesting workshops I've ever experienced (I've attended twenty or thirty including several conducted by Dr. Knowles).

If the reader will recall the objectives, note their universal "how to do it" tenor. It was immediately apparent that the question of "how to" was more important to participants than the question of "Why?" This point is useful to keep in mind as one reviews the following sessions.

Because of the closing time confusion, Dr. Hartl was unable to structure the next meeting with the help of the participants.

FIRST TWO-HOUR SESSION, FEBRUARY 17, 2 - 4 p.m.

The session was originally scheduled for the library conference room but was moved to a classroom. The environmental change was remarkable: from quiet to noisy, comfortable to uncomfortable. Seventeen participants from the original workshop arrived along with four people who were new. The session began at 2:15 p.m.

Dr. Hartl opened by indicating that the two hours would be used to review the objectives of the workshop, pursue of implications of andragogy and thoughts about the concept people had generated since the workshop. He then asked, "Where are you with reference to the concept of andragogy?" Slowly, participants began to respond. The responses were guarded. For example, the first response was:

> "I went back to the classroom on Monday (after the workshop) with a 'yes, yeh' kind of reaction. Then I came to the realization that the assumptions of andragogy were not restricted to adults and I began to question the dichotomous relationship you presented between pedagogy and andragogy."

Dr. Hartl responded by indicating that the contrast was purposely exaggerated for purposes of contrast and that, yes, the assumptions underlying andragogy did in fact apply to children in certain instances. The second respondent remarked that andragogy was a retread of the planning espoused in the 1950's and was nothing new. Another respondent indicated he wouldn't dare try andragogy with his students for fear of courting disaster. Dr. Hartl responded by suggesting a gradual transition to andragogy and referred the class to the materials offered during the workshop.

The participants then wanted some clarification on the subject of letting students set their own objectives. They 1) didn't know how to do it; and 2) weren't even sure they wanted to do it. This dialogue went on for an hour. The participation pattern was limited; the same four - six people were active, the remainder silent. At 3:20 p.m. Dr. Hartl asked the group to help him understand where the class was at that moment and received very little response. The discussion continued as before, with the same active participants until 3:45 p.m. At that point, Dr. Hartl asked about the next three sessions (the fourth, and last, afternoon session was reserved for evaluation). He asked what would be fun, interesting and useful to explore. One respondent nominated a simulation; another wanted to know how to pick up classroom cues from non-learners respecting their inability to succeed; another wanted to know the impact of learning climate on methods chosen to facilitate the content-process transactions. Measurement of learning was also suggested. The session ended at 4:05 p.m.

COMMENTS

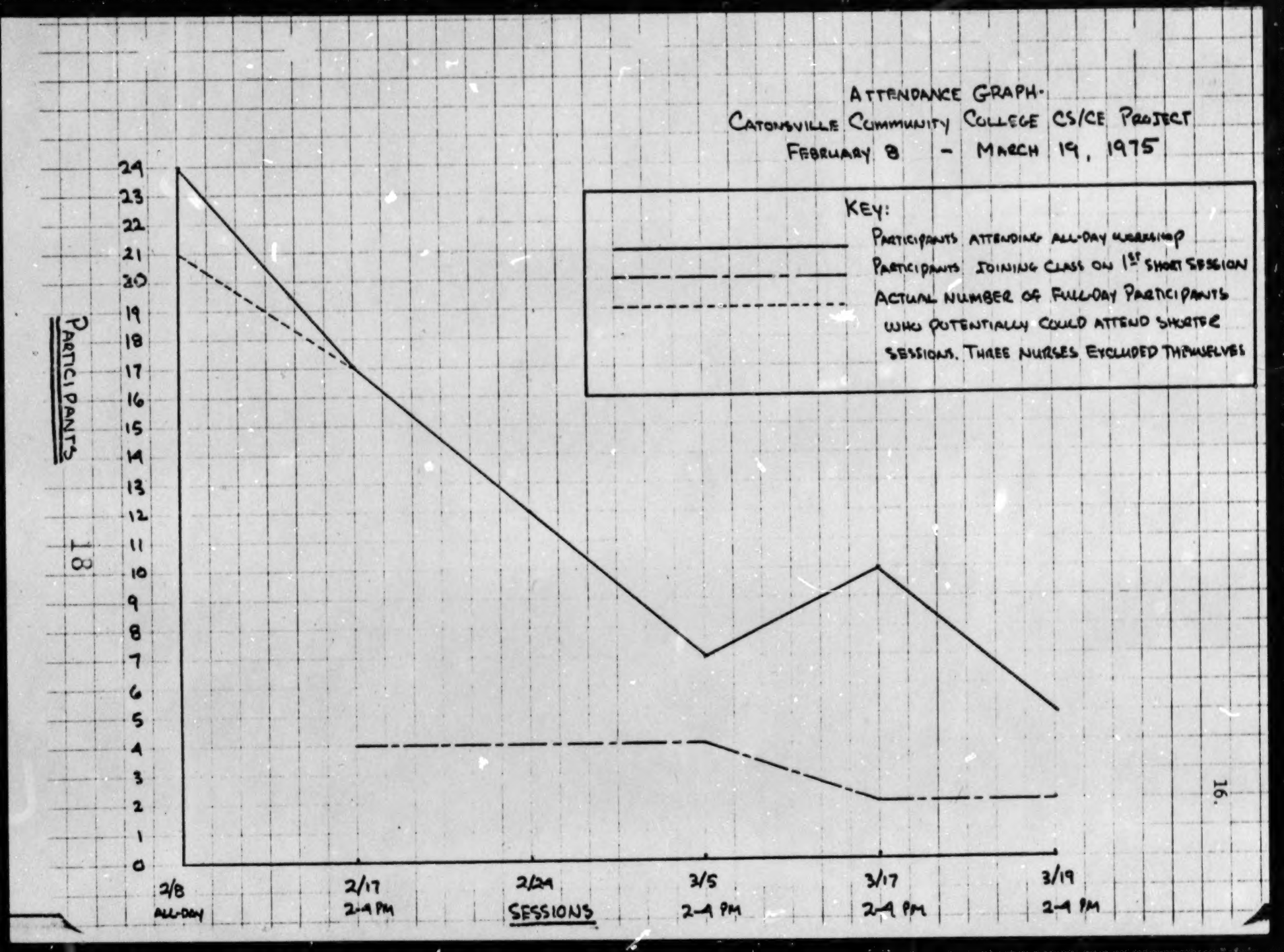
The climate and organization of the session were significant. The change in location had a subduing effect (albeit unmeasured), the change in populatin likewise. Moreover, it appeared to me as if there was no design for the session; as if it was a happening. The objectives outlined at the full-day workshop were not reviewed and, in fact, were radically changed by the end of this session.

The participants were unsure of their ability to implement andragogical concepts and said so, though not in as many words. They still wanted to know how to carry it off in the classroom.

I had the sense that the session was tepid. The enthusiasm that characterized the full-day workshop was lacking. Participation was limited.

The attendance graph on the following page illustrates the downward slide for the afternoon sessions and its steep. By the 3rd session, only seven (7) of the original twenty-four (24) participants remained. The greatest loss was between the full-day and the first afternoon session (seven), so it obviously wasn't difficulty with the afternoon session that caused those seven to drop out. However, three nurses indicated on the first day that they couldn't make any subsequent class. The slide continued virtually unchecked after the first afternoon session, and the second. Either participants were not getting what they needed or other matters required their attention. My inclination is to favor the former condition rather than the latter for two reasons: 1) the participants set the calendar themselves and in the main, were agreed upon it as early as the 8th of February. Everybody knew that the nursing instructors couldn't meet any of the Monday afternoon classes, but they were the only ones (three) left out; 2) my on-the-spot checks with participants made from time to time indicate that the first, full-day session was considered more useful than the afternoon sessions. I didn't check everyone (approximately 7) so those data are moot.

ATTENDANCE GRAPH.
CATONSVILLE COMMUNITY COLLEGE CS/CE PROJECT
FEBRUARY 8 - MARCH 19, 1975


KEY:
PARTICIPANTS ATTENDING ALL-DAY WORKSHOP
PARTICIPANTS JOINING CLASS ON 1ST SHORT SESSION
ACTUAL NUMBER OF FULL-DAY PARTICIPANTS WHO POTENTIALLY COULD ATTEND SHORTER SESSIONS. THREE NURSES EXCLUDED THEMSELVES
PARTICIPANTS
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24
2/8 ALL-DAY
2/17 2-4 PM
2/24
3/5 2-4 PM
3/17 2-4 PM
3/19 2-4 PM
SESSIONS

SECOND TWO-HOUR SESSION: FEBRUARY 24, 2 - 4 p.m.

This session began with Dr. Hartl returning to the last afternoon's session and noted the following issues on the board:

++ Sensitivity to "cues;" what cues to look for; how to draw conclusions from cues.

++ Impact of climate on methods.

++ Measurement of learning: alternative techniques.

He asked participants if discussion on the issues for one hour was appropriate, followed by a short simulation exercise. There was agreement.

Participants shared personal experiences regarding the success or failure of their efforts to involve students in objective setting, climate setting, etc. and noted a differential between young adults and older adults in willingness to "play education games" (older adults are more conservative). After thirty minutes, Dr. Hartl offered a "quickie" lecture to tie some of the comments together. He indicated that certain issues sap group energy unless dealt with. Those issues are:

Identity
Acceptance
Objectives
Power and Authority
Standards/Norms
Intimacy (psychological)

The lecture required 15 minutes. Dr. Hartl then briefly addressed the question, "What cues signal which issues?" Discussion followed until 3:45 p.m. Of the original twenty-one (21) participants beginning the class, nine (9) remain. The simulation was delayed until the next session.

COMMENTS

This session was disorganized because so many people left half way through it. They did not leave in a huff, by the way. An organizational meeting elsewhere on campus required the attendance of most. The original plan for the session was not followed, in any case, and was not renegotiated until the last few minutes.

The discussion was dominated by four participants. Eleven members contributed in the course of the session.

I noticed, in particular, the verbal dominance of a small group, which roughly repeated the dominant faction of the week before. I also noted that the discussion following Dr. Hartl's quickie lecture was desultory and that one point (the "corporate reality" of a class as over against individual distinctions) was raised four times before Dr. Hartl could get in touch with it. There didn't appear to be a great deal of communication. Participants interdicted one anothers thoughts with personal anecdotes and significantly departed from the agenda.

Dr. Hartl, as in every previous session, displayed an exceptional ability to relate participants' comments either to the six issues he lectured about or the concept of andragogy. Participants appeared not to hear most of them, however. I inferred that most people were too anxious to hear well. They regularly returned to the issues of "How does one. . .?" Their concerns were real (the talkative student; the sullen inquisitor; passively resistant students; the fact that in some classes there are no clear cues to the six issues mentioned, or the issues are in fact dealt with and still the class doesn't seem to bloom like a rose). The class didn't end cleanly--it simply broke up at 4:07 p.m. I sensed no élan. However, it did not check my impression with others.

THIRD TWO-HOUR SESSION: MARCH 5, 2 - 4 p.m.

The session began at 2:20 p.m. with ten (10) participants in attendance. Dr. Hartl reviewed where the group had left off, recalled his understanding of the contract; namely, to begin with a simulation around effective listening with the six issues discussed last time as background.

He then asked the class what sort of behaviors an effective listener might display. The participants generated:

++ Eye contact
++ Obvious reactions
++ Witholding judgment
++ Body position (lean toward talker)
++ Sensitivity to mannerisms of speaker
++ Concentrated listening
++ Multiple use of senses
++ Listening for perceptions
++ Occasional paraphrasing
++ Listening for emotional content
++ Display interest

Dr. Hartl then asked the group to sub-divide into groups of three: one person was to talk for five minutes, the second to listen, the third to observe the transaction and comments after the five minutes. Then each person would switch roles (listener to observer, talker to listener, observer to talker, until each person had an opportunity to serve all three roles). The subject was the talkers' option but something of genuine importance nevertheless. The exercise began at 2:50 p.m. and continued until 3:50 p.m.

Afterwards, Dr. Hartl asked if there were effective listening criteria people wished to add to the list. The following were:

++ Ask clarifying questions
++ Enlarge upon an idea without introducing ones own agenda
++ Communicate relaxed state
++ Communicate interest in the person and the topic.

Some discussion followed. The class ended at 4:15 p.m. Eight (8) participants remained.

COMMENTS

The session was devoted exclusively to the effective listening exercise. Everyone was completely involved. Discussion and participation were animated.

FOURTH TWO-HOUR SESSION: MARCH 17th, 2 - 4 p.m.

The class opened at 2:15 p.m. I distributed evaluation instruments to ten (10) participants, which they completed by 2:40 p.m. Dr. Hartl then handed out copies of some of my notes to participants. (These notes included objectives from the 1st sessions, lecturettes of Dr. Hartl, etc.) He then reviewed the concerns remaining and noted that evaluation was left to explore. He had previously put the following on the board.

Present Available Information	Collected Info.	Needs	Objectives	Designs	Implementation
			Purposes, goals, etc. Organization of Content	Schedules Processes Methods of Delivery Attention to process Issues	--of the designs, schedules, methods, etc. Delivery of the content material.

Dr. Hartl continued by noting his own assumptions about evaluation (that it is inevitably coercive to both faculty and students) and checked his understanding with participants. Discussion followed until 3:45 p.m. Dr. Hartl then returned to the board, reviewed the discussion of evaluation and moved towards closure. The discussion is centered directly on evaluation and grading by everyone who speaks. At 3:55 p.m. Dr. Hartl notes that if one buys andragogical assumptions and that process engenders self-direction, then one has to learn ways to evaluate that dimension. Moreover, the judgment of an outsider (outsider to the student) with outside criteria violates one's sense of self-directedness. So, there are five areas that fall out:

Objectives	Resources	Plan of Inquiry	Evaluation of Evidence	Validation of Evidence

The teacher becomes a resource in this model for both process and content, but the student is wholly responsible for the learning contract. 99% of the time, grades emmerge out of fulfilling the contract (or not) and are not, therefore, artifacts. Dr. Hartl suggests the model as an alternative. Discussion follows until 4:10 p.m. Five participants remain.

COMMENTS

The subject is obviously one of interest to almost everyone. Discussion is dominated by four participants (as before). Three participants make no contribution at all. The concept of andragogy were referred to obliquely but the focus was upon the problem of grading adequately and fairly.

FIFTH TWO-HOUR SESSION: MARCH 19, 2 - 4 p.m.

This session was devoted wholly to evaluation of the previous five meetings, including the all-day workshop and is included in Chapter III.

III. EVALUATION DATA

Data from participants was collected four ways: 1) through an evaluation instrument distributed by me; 2) through an evaluation instrument distributed by the Catonsville Community College; 3) through personal interviews conducted by me; and, 4) through an evaluation conducted by Dr. Hartl on March 19. The first instrument is found in Appendix C, the second in appendix D. Note that the Catonsville instrument seeks impressions and my own attempts to determine cognitive learning. Between both instruments, plus some personal interviews, there are sufficient data from which to draw conclusions, although not every participant filled out the evaluation forms nor participated in the evaluation session on the 19th.

No attempt will be made to record all the responses in this document in the interests of brevity. There is no statistical treatment of the data which is easily presented, so I'll offer a summation around certain topical areas. Certain data will be left out. For example, the environment was adequate and requires no comment. The instructional materials were consistently rated highly so comment on those will be withheld. The topics that interest us are:

++ the efficacy of the design;
++ the degree to which people retained content material;
++ lasting impressions of andragogy as a concept;
++ attempts to implement andragogy.

The reader will notice that Dr. Hartl's style of presentation is not included. The question of style and its importance is moot. There were participants who reacted to Dr. Hartl's style in one way or another. But as far as I could determine, style was not a variable of significance. Comments on style don't serve the Advisory Committee--only Dr. Hartl and even that's questionable. A different group will react differently anyway so the remarks of this group are not normative, nor can they be readily used as a basis for change. Therefore, we've ignored references to the presenter's style.

First, the design. Generally speaking, the one full-day session was perceived as the best part of the design. The shorter sessions didn't get at the objectives people wanted to work on and were seen as less organized and of marginal usefulness compared to the Saturday workshop.

The objectives of the intervention were specifically explained in the judgment of the majority of participants. Four participants found the content completely, or mostly different from what they expected, the remainder found it close to their expectations. It appears that the material was sufficiently well organized and clear and that Dr. Hartl helped most participants in the development of their own insights and understandings. Everyone would recommend the course with some qualifications.

The design was most generally faulted for not offering sufficient content or providing sufficient structure and direction. The next most prominent unmet need was for application of andragogical principles; techniques and methods.

Participants were able to remember the four characteristics of adult learners though not with the precision Dr. Hartl presented them. No one was confused about the difference between content and process and no one believed that the principles of andragogy are synonomous with the absence of structure. Everyone was able to explain how someone comfortable with andragogical principles would determine goals and objectives with a class. No one could remember all six issues groups have to deal with as they go about performing a task. Dr. Hartl made that input during the second short session and virtually nothing remains of it. Some of the responses to the question in the evaluation were off the wall; not even close. However, there was a sense on the part of some that Dr. Hartl was discussing group energy and the issues effecting it.

Interventions tried by participants in their own classes as a result of the workshop ranged from building simulation games to mutual evaluations. Not all of the participants used the instrument that asked the question of application so I made personal contact with some who did not and discovered that approximately half had, or were presently trying something in their own classes as a direct result of the workshop and a few people (three) were thinking about using some andragogically based interventions, though they had not yet made the leap.

The evaluation session on the 19th of March added reiterations for more content, clearer directions, more practice in application and some provision for library work. During the course itself, the materials Dr. Hartl handed out were infrequently referred to. Participants said they would have appreciated a walk-through of them, a couple of good articles on andragogy, a short, useful bibliography, and provisions of adult education text books in the library.

Personal interviews substantiated data collected through the instruments and reinforced my impression that the workshop generated considerable interest in the concept of andragogy. The intervention wasn't a thunderbolt and andragogy is by no means the center of interest in the Catonsville Community College. However, the Task Force's rather modest objectives were measureably fulfilled.

IV. ISSUES

For an intervention as limited as this one, there are interestingly enough, a host of issues. Those issues will be discussed in this chapter. Some are plain and the Advisory Committee can draw conclusions from the data while others are far from being resolved.

The one-day workshop plus five part day sessions does not appear to be the most efficient arrangement to communicate the principles and implications of andragogy. While the one-day workshop was quite successful, the part-day sessions were not. The precipitous loss of participants throughout the shorter sessions cannot be ignored. At the end, only seven (7) of the twenty-four (24) original participants remained. While absences may not be a direct response to the design, but some other variable, nevertheless, fewer than one-third (1/3) of the audience completed the sequence. If it is the case that the shorter sessions are an integral and requisite part of the design, the Task Force cannot claim to have met its objectives on the basis of the number of participants who survived. If, however, the shorter sessions are not requisite to communicating what the Task Force wished to communicate, why have them at all? The audience was consistently small, the objectives only tangentally related to those established the first day, and the relative cost per participant high* in terms of the information participants claimed to have received.

One could argue that a selection process was working and the most interested (and presumably those most competent) finished. The argument is not sound. In the first instance, the relative competence of the original participants was not tested and there's no way to compare (or even investigate) those data even if they exist. Secondly, some people are determined to finish whatever they begin simply as an expression of their personality, regardless of what they derive from the project. If there were persons like that in the original group, the effect of the intervention itself would have to be gaged on something other than attendance. That argument smacks of sour grapes, even though it can claim a biblical precedent of even, perhaps, Darwinian overtones.

Clearly, the one-day workshop was well received and the cognitive learning most participants acquired happened as a result of it. Perhaps another day could be added, making a two-day workshop so people could explore the implications of the concept in behavioral terms. Every single participant agreed that a live presentation was a must; that the concept could not be successfully mediated by books, pamphlets, films, records, tapes, paintings or graphics alone. A teacher must be involved. Not only a teacher; an enthusiastic, well-qualified teacher. In this case the design of the one-day workshop was tight and efficient. A superior design would be very difficult to construct, especially if the intervention is to be replicable by mentors somewhat less qualified than Dr. Hartl. So, we're left with a requirement for a performance but one that doesn't extend over a great many short sessions. A typical 3-credit graduate course figures on forty-five (45) contact hours. A one-day workshop can count about six and one-half (6 1/2) hours, a two-day design about twelve (12) or thirteen (13) hours, or less than one-third (1/3) of a semesters work. Unless there is something endemic about andragogy, it requires as much time and involvement to communicate as any other concept. So even a two-day workshop has to be an introduction and the committee's expectations ought to reflect that fact.

Any design used to communicate andragogy must be participative to some degree. The very concept is a wedding of content and process and implication of one without the other violates the concept automatically. Participants in this case (and others) yearned for more input on Dr. Hartl's part. As a matter of fact, he was making very significant inputs virtually all of the time; participants simply weren't yet prepared to hear. Increasing input wouldn't necessarily eliminate difficulties participants had with andragogy, and, indeed, might well increase them. Andragogy is a theory of application and action. It cannot stand in abstract isolation. But because it cannot, because application and involvement on the students part is required, there was the feeling Dr. Hartl had not offered enough "meat." Although one can understand that outcry, the design shouldn't be precipitously changed to accomodate it simply on grounds that doing so would make the concept more immediately palatable, though there are some fascinating arguments in favor of doing just that (see Andragogy as Content).

The design allowed people to come and go at will and the full-day workshop was not pre-requisite for attendance at the shorter sessions. If the same design is retained, I would recommend that the full-day workshop be made pre-requisite for the shorter sessions. Since the only identified concepts of andragogy were presented on the one full day and at no other time, it doesn't make sense to invite people to explore implications of a concept they presumably have never heard of. More-

*This assertion is made on the basis that Dr. Hartl, or someone like him, would receive $150 - $200 per day for planning and delivering the program.

over, if newcomers do show up (as they did) the instructor is obliged to take their disparate needs into account and interdict the objectives of the larger group to some extent. Continuity is sacrificed in favor of openness and a climate of acceptance. This particular project fell between two stools on that issue; the objectives of the larger group were substantially modified as a result of newcomers joining the group, but a discussion of why that had to happen from an andragogical point of view was never discussed. Everybody lost.

AUDIENCE

This audience was carefully selected. Mr. Oates invited forty people altogether, one-fifth (1/5) of the Catonsville Community College faculty. A broad mix was planned; high rank--low rank, opinion-makers and non-opinion makers, administrators and faculty. Every instructional division was represented. Of those invited, twenty-six (26) accepted and generally held Mr. Oates' mix plans intact. There was no pressure to attend and Mr. Oates specifically made his advisory position clear so that the workshop could not be construed as part of the regular staff development activities at Catonsville.

The Task Force originally intended to reach part-time faculty; those who's teaching tasks are in the evening and who have no regular faculty appointment. This audience was the direct opposite of that specification. If the Task Force wishes to test a part-time audience, another program is required. No precise conclusions about part-time faculty can be legitimately inferred from this program. However, a good representation of a full-time faculty was reached and appropriate generalizations can be made to that group.

EXPECTATIONS

The expectations of Task Force members concerning this project are essentially similar. They are that the program would: 1) provide an entré to faculty who need in-service training; 2) create interest; 3) provide a unique experience; and, hopefully, 4) produce changes in knowledge, skills and attitudes. What would be acceptable evidence of success varied slightly from member to member: 1) favorable faculty reactions; 2) acceptance by the institution of the workshop; 3) behavioral changes; 4) recognition by faculty that this kind of t[illegible]ng is viable; 5) spontaneous suggestions from participants with respect to continuing the project elsewhere; and, 6) evidence that younger faculty were impressed with the concept of andragogy.

Learning objectives weren't specified in any domain so apparently the Task Force was not so much concerned with learning specifics as it was with creating a "currency of interest" in the practice of adult education; that concepts and applications are, in fact available for teachers of adults and can be transmitted. If that is the primary objective of the project, it succeeded at Catonsville. No one who attended the full-day workshop was left unimpressed with the idea that the practice of modern adult education is to some degree a unique profession.

The difficulty inherent in the lack of greater specificity on the part of the Task Force with respect to expectations and criteria of success is determining what variables are of greatest priority. If the program's gestalt is the object of interest rather than individual variables, there's no problem, but if more precise metrics are required, there's not much to go on.

From the point of view of an evaluator, I would argue against the need for more complex measurements. Neither the general design nor the concept is unique to this program. Both have been tested many times previously and found to be effective in creating interest in adult education as a specialty, in addition to transmitting some basic skills. There is no need to create complex evaluation designs to know those data. Concerns are of more importance in this case. Task Force members are agreed that the whole intervention (strategy, design, implementation, and evaluation) is the object of interest rather than just the effectiveness of the implementation phase in meeting participant's individual learning needs (albeit those too, are important). The Task Force's question is: "Did our strategy to introduce this particular intervention create sufficient interest in the subject matter, and measurable advances in some domain of learning to justify a recommendation that it be prepared for replication on other community college campuses in the State of Maryland?" So, as far as expectations go, that's the question Task Force members expect an answer to. In my judgment, there are sufficient data to provide it without recourse to another, more complicated dimension of research and evaluation.

REPLICATION AND/OR TRANSFERABILITY OF CONTENT

Can this design be readily and easily replicated (or packaged) with the expectation that it will meet with equal success? The critical variables are:

++ the design
++ cost
++ staff requirements
++ existence of real content
++ effectiveness of the entry strategy

As noted previously, the design is neither complex nor new. With some adjustments (like changing the five (5) shorter sessions to another full day and emphasizing certain aspects more) it can be repeated continuously as an introduction to the concept and application of andragogy. The design is not audience specific and could be utilized with any interested group. One needn't redo the design simply because the audience at Hagerstown is different than that at Catonsville. The differences between groups are not so radical as to confound the design.

The direct costs of reproducing the design as it now is, is approximately $650 - $700 which, in this instance, works out to be about $1.59 per student hour. Addition of indirect costs would raise the figure depending on where the workshop was held, etc. Naturally, the present design is wholly dependent upon a well qualified mentor, and the costs of his/her preparation are not calculated. The cost of packaging the intervention depends on the type of package required. Two options for this intervention are appropriate, a third is not: one can publish the design only and an outline of the strategy employed at Catonsville to make it work; or, one can publish the design, extensive trainer notes and instructions, and detailed strategy steps. Finally, one can attempt to mediate the entire intervention without a trainer--either in a self-instructional package or through readings and films. This kind of package is not appropriate because the costs of production are enormous considering the objectives and, in addition, very few people would make use of it. The teacher-student relationship is still strong and every participant at Catonsville noted that a knowledgeable, enthusiastic human being is required to provoke their interest in andragogy. Of the two viable options, the first is almost wholly dependent on the trainer, and an expert one at that. The assumption underlying this package is that the trainer is sufficiently competent to recognize the intent of the design immediately and execute it, or some variant, from the fund of his/her own experience and do so well enough to accomplish the objectives. The second appropriate package-type is more detailed and rests upon the assumption that the deliverer is relatively well versed in the basic content but lacks fluency in design and delivery. The latter package is the more expensive of the two. As a matter of fact, the cost of the first option, the simple design, is negligible. There are no cost data available on the second option but a rough estimate, based on other such material, would put the cost in the $1500 - $3000 range for development and $20 - $35 per copy. The present design is the most inexpensive but it can be hampered for lack of really experienced trainers. Perhaps it would be useful to look at that issue.

STAFFING

The concept of andragogy harbors some subtleties we'll discuss a bit later (Andragogy as Content). Although the main tenents of it are easily perceived, both application and refinements depend to a large degree upon the intelligence, maturity, and experience of the presenter. Andragogy isn't limited to academics. It includes the entire learning spectrum. Therefore, someone narrowly trained only in the art and science of teaching from an academic perspective is sure to miscommunicate the essential message of andragogy, namely, that life itself is a learning process for which individuals are wholly responsible, and to which the principles of andragogy apply. Not only are content questions admissable, but process ones as well. A skilled teacher of andragogy can, and does, include virtually the whole spectrum of human experience somewhere in an exploration of andragogy; religion, science politics, research, etc. Andragogy flows beyond the limits of conventional learning theory. Obviously, those best qualified to present it are not only those with a great deal of experience, but those able to integrate and organize their experience to illustrate the scope of andragogical concepts. There are no formulas, nor approved solutions and almost no judgments of others involved in andragogy. It requires a mature person to allow others the full exercise of their freedom to learn without offering (or even insisting upon) conditions, judgments and qualifications which, basically, reflect ones own position and learning style, no matter how eloquently projected upon students. Dr. Knowles, the creator of the concept, is, himself, an extraordinarily mature man who apparently requires no control over others and makes no demand that hearers accept his viewpoint. He is quite content to let people grow in accordance with their own perceived best interests. That's the spirit of andragogy, in a nutshell, and it's one conspic-

uously absent in the great majority of human interactions. Andragogy is not complete without that spirit, that dimension of freedom. Those who see the concept as a gospel and forthwith adopt a measure of classical missionary zeal to herald its advantages have missed the point already. That doesn't mean one can't be enthusiastic. But it does mean that at the heart of andragogy are the assumptions that individuals are: 1) capable; and 2) ultimately responsible for their own learning and destiny. Andragogy is therefore not useful as a socializing model. Ultimately, the nature of the concept, and its comprehensiveness, determine some of the criteria for choosing staff. That's a useful point to think about as one itches to get the information broadcast as rapidly as possible.

ALTERNATIVES

Malcolm Knowles is not only adult education giant there is, nor is andragogy the only framework in which the whole process can be studied. It is, however, compact, labelled, and can be made comprehensive. Andragogy lends itself to delivery if for no other reason than the contrasts customarily drawn between it and classical pedagogy; they are clear, sharp and succinct. The Task Force didn't really discuss other alternatives anyway, four of its members strong and acknowledged biases in favor of andragogy and those four turned out to be the dominant decision makers. If it's useful for the full committee to review other alternatives, members might keep in mind that the concept of andragogy didn't fail to meet the objectives so an alternative direction is not required. However, given the rather broad objectives of the committee it might be useful to compare all the approaches available. A task, by the way, no one has ever done.

ANDRAGOGY AS CONTENT

We mentioned before that there are some subtleties lurking in the communication of andragogy. The basics are simple; almost so simple as to be classed among the catalogs and conventional wisdom. However, conventional wisdom or no, a sufficiently high number of both secondary and higher education classes are conducted contrary to the principles of andragogy to suggest that the concept has not functionally seen the light of day in academia. If the concept is a matter of conventional wisdom, behaviors to enliven that concept aren't.

I'm going to describe one or two phenomena which consistently appear when andragogy is presented and attempt to account for them. My accounting is not a derivation of data alone. It includes my thoughts as well and is presented here for purposes of discussion only in hopes that collective wisdom may inform the decisions still to be made regarding replication of this program.

First let's look at the phenomena.

One of the most prominent is the discomfort most beginners feel with respect to the dichotomy drawn between pedagogy and andragogy. As noted in the foregoing remarks, that dichotomy is useful for purposes of highlighting differences between adult and non-adult learners. But there is a limit to the usefulness of the contrast and I've yet to observe a presentation of andragogy (including ones by Dr. Knowles) in which the presenter was not forced to modify it. To some degree, pedagogy is set up as a straw man and participants are quick to point out that the characteristics of adults also apply to children (sometimes) and that pedagogical practices are neither universally counter productive when used with adults nor typically ineffective as a matter of course. Backing away from the dichotomy--modifying it--weakens the case of the andragog, particularly if the contrast is forcefully made in the first place. Participants then ask, naturally, "If andragogy isn't that (the whole contrast), what is it?" If it turns out that andragogy is communicated as little more than techniques to make adults comfortable and involve them in setting objectives (or even perceived that way) the theory is judged as empty of substantive content. One of the participants in this project noted that, "The concept is obvious and the methods sophomoric." Those expecting a new vision are disappointed, confused and even hostile. A one day workshop (this one day workshop) did not get much beyond the characteristics of adult learners--at least as content specifically identified as that peculiar to andragogy. A Content-Process discussion which happened sometime later in the day was a outgrowth of a discussion and not identified as "meat," although meat it was, and much else, too. In fact, two fundamental issues of andragogy came up in discussion: Content-Process and Structure vs. Non-Structure. But neither was developed as fully as both must be to fully appreciate andragogy. Dr. Hartl elected to engage participants in a task--that of exploring their own objectives through the lens of andragogy. A task, by the way which is faithful to the concept. For someone who already knows andragogy, the rationale for Dr. Hartl's choice is obvious. To someone who doesn't, the task is not self-evidently content. It is, in fact, more

likely to be dismissed as a pooling of ignorances. Unless it's pointed out precisely why the process (doing the task) is part content, some participants have difficulty making the leap and many don't make it at all. Hence the cry for more delivered content; packaged meat; stuff; intellectual grist. The first reaction of one schooled in andragogy is to resist such a request, claiming that it violates the principle of self-directed learning and is a rush to dependency (pedagogy) and passivity. I wonder. In the beginning, participants tend to see themselves as dependent as far as andragogy goes. Never mind if they are or not. The perception is sufficient cause for them to seek help in the quickest way they know: content input. Given the amount of time available, is witholding an input justified?

In my opinion, the pedagogy-andragogy dichotomy doesn't suffice as enough content to satisfy the needs of most people anyway. The concept of andragogy is much more complex than simply one of age characteristics and schooling practices. My guess is that learning styles are involved; biochemical processes; cultural and environmental conditioning and more. For an academic group these data might be systematically shared as a way of establishing grounds for adapting methods of teaching to existing (and changing) conditions more suitable for learners who are ready to move into self-direction.

Another, related phenomenon is frustration with the apparent (or perceived) lack of structure. Curiously enough, there is four or five times as much structure in an andragogical workshop than in others. The andragog will typically restructure the session about every hour. In other designs, one structure continues all day (a series of lectures, or papers for example). Structure isn't the real issue anyway; control is. I believe there are reasons to account for the phenomenon, most of which focus on the nature of the school, or schooling.

Education, or most of what we call education, is a synthesis of thought, research or experience organized for delivery and peddled through schools and educational media. None of us can learn ancient history by experience so a synthesis must do. Not only must it do; a synthesis is genuinely convenient. An enormous amount of what we know is vicariously derived through the organized recital of the experience of others. Education is to that extent a commodity. Experience reduced to essentials, is utilized, packaged and delivered through schools much as iron ore eventually ends up delivered as a Ford through an automobile agency. Anyone familiar with a society without schools soon sees that, though the same raw material is present there as elsewhere, it's not conveniently organized for common consumption. Native intelligence is very limited.

Schooling requires a division of labor just as any other productive enterprise. Without professional educators, education as western society knows it wouldn't exist. Non-professionals correctly expect the professional to be in control of the system; produce and distribute the commodity of education for consumption. Whole systems are organized for that very purpose. Naturally, there are limitations. Once one acquires the basic tools of learning and synthesis, one can go in any direction much more rapidly than the whole system can. The species of man is optimally characterized by what the best of the species can do; run the four-minute mile or develop the theory of relativity. Man can do both. Andragogy is an invitation to fully utilize all the learning tools at ones command (and they're considerable) regardless of whether the operation is within the schooling system or outside it. But first, the question of who's in control has to be settled--a question not ordinarily raised.

If you desire to buy a car and someone offered you a bin of parts and a screwdriver instead, you'd be incensed. Likewise, if you wished to build your own car and were told you might not, that GM must do it for you, you'd also be incensed. In the first instance, you want someone else to take control of producing the product and he did not (Does he have to know why you wanted it that way?). And in the second, you want control and weren't permitted to have it. No one, to my knowledge is morally or biologically obliged to continually make one choice as opposed to the other. Neither is universally appropriate and both are appropriate in certain circumstances. So it is with education. There are times when one choses to buy a completed product and there are times when one wishes to build one's own. Neither choice is morally superior--or educationally superior for that matter. The key is a decision to either take control of ones own learning or give it away (lend it perhaps) to someone else. A decision is not an education, a theory, nor an ideology--and it may be grossly in error.

A school of any kind is not a place where decisions in favor of educational self-control are in vogue. One learns that early enough. And, not unnaturally, those who frequent schools after the compulsory years have elected to lend control of some of their learning to the school. Otherwise, why are they there? To do something they could as easily do elsewhere by themselves? Credentials aside, the contract is culturally implied; the professor does his/her thing and the student likewise. This situation is not prevelant because educators are evil or stupid but because they are professionally committed to accepting control of an educational unit because that's what people want and need them to do. Enter andragogy. Andragogy places the decision for learning squarely (and untraditionally) in the learner's lap where it belongs. However, to have that happen in a schooling environment is unsettling. The issues of control and power, however dimly perceived, begin to emmerge and most of us need a great deal of support and permission to claim our birthright even though our class-going behavior may not change in the slightest.

So, when the Task Force takes andragogy into the school system there is bound to be some dissonance. The students who come there (of all places) to hear the Word expect it to be prepared for them to hear. Digging it out, or more precisely, taking control of digging it out is incongruent with the environment. Perhaps this is a dynamic to be considered in the replication of this module elsewhere.

V. CONCLUSION

My judgment is that the intervention planned and delivered at the Catonsville Community College met the limited objectives set for it and, in addition, has provided a great deal of valuable information relative to the objectives of the Advisory Committee. The design requires adjustment in format but not in essential content. The principles of andragogy are interesting to adult educators and are of sufficient substance to command the attention and respect (if not agreement) of anyone seriously interested in the field.

The packaging question was, in my opinion, not settled nor was the question of how a larger, more comprehensive intervention State-wide might be undertaken.

This intervention is clearly not a whole course in andragogy. It's an introduction to one, hence an introduction to in-service training based on andragogy. It would be a mistake to assume that this intervention is sufficiently powerful to radically alter the present competence level of the corps of community service and continuing education practitioners in the State of Maryland and if there are hopes or expectations to that effect held by committee members, the data does not encourage them. Moreover, this intervention is of marginal usefulness in isolation; that is, without additional offerings to assist practitioners measureably increase their ability to deal with their clients in increasingly more relevant and sophisticated ways.

The cost effectiveness of the intervention is high and will remain so as long as qualified practitioners present the concept and its implications. Poorly rehearsed presenters or those who do not know the concept well will fail to inspire much interest. Andragogy is quite dependent upon the communicator of it when it's used as a model of professional behavior. While a student of educational theory might find the concept instrinsically interesting, most of the practitioner group the committee is concerned with will not respond unless they are convinced that andragogy will enhance their own skills.

The entry strategy employed by the Task Force is valuable and necessary--or at least some variant of it. One obviously cannot barge into a community of educators with a "new thing" and expect a fair hearing. The nature of the concept also adds some acceptance dynamics of its own. Andragogy is not wholly compatible with organized schooling. It would be unfortuante if those dynamics were allowed to occlude the essential usefullness of the concept.

APPENDIX

A Maryland Statewide Project to Strengthen Community Services and Continuing Education Programs in Institutions of Higher Education

B Workshop Materials - Faculty In-Service Training Program

C Evaluation Instument of Evaluator

D Student Evaluation for Catonsville Community College

E Participant List

F Letter of Invitation to Participants from Jim Oates

MARYLAND STATEWIDE PROJECT TO STRENGTHEN COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAMS IN INSTITUTIONS OF HIGHER EDUCATION

PARTIALLY FUNDED BY

PROGRAM IMPACT, MARYLAND STATE AGENCY FOR TITLE I OF THE HIGHER EDUCATION ACT OF 1965

Project Dates: September 1, 1973 - April 30, 1975

Administered By: Conferences and Institutes Division
University of Maryland
University College
College Park, Maryland 20742

MARYLAND STATEWIDE PROJECT TO STRENGTHEN COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAMS IN INSTITUTIONS OF HIGHER EDUCATION

BACKGROUND

There are approximately 40 institutions of higher education in the State of Maryland, and many of these institutions offer some form of continuing education service to the people of the State. The size and complexity of these services range widely from small programs serving only immediate local areas to large programs serving major portions of the State. There is often duplication of programs for similar clientele, and there are overlapping geographical service areas. There are problems of articulation when students wish to transfer credit from one institution to another. Concern about these matters has been expressed at all official and unofficial levels within the State during the past two or three years.

Some of these problems are compounded by lack of information about programs other institutions are offering, and other problems related to inexperienced or untrained personnel. The need for financial support is a continuing problem to all institutions.

At the present time there is no statewide, coordinated effort in continuing education of either a formal or informal nature. Institutions often undertake new programs without knowledge of other institutions' interest or experience with the same clientele or program area. Because of this situation, institutions often feel they are competing against one another, rather than serving a common need.

In order to deal with these issues and concerns, on October 20, 1972, thirty representatives of educational institutions and organizations in Maryland met in Baltimore and discussed the need for cooperation among institutions in offering continuing education and community service programs. At the meeting were representatives from 15 community colleges, the State Department of Education, the University of Maryland (Cooperative Extension Service and University College), and the State Agency for Title I of the Higher Education Act of 1965. The meeting was one of several regularly scheduled by the "Community Services and Continuing Education Deans and Directors of Public Community Colleges." At an afternoon business meeting, following the morning general session, representatives of the Community Colleges passed a resolution providing for a committee to explore potential cooperative relationships with all other statewide continuing education programs.

Subsequent meetings have been held among members of the larger group and have led to the development of a plan to provide for sharing of information, training of staff, and ultimately to coordination of programs in community service and continuing education. While the plan has emerged principally as a result of discussion between community colleges and University of Maryland continuing education personnel, the project will involve all higher educational institutions in the State offering continuing education and community services programs.

OBJECTIVES

Several needs or deficiencies in continuing education and community service efforts have been identified. On the basis of these needs, the project will undertake to achieve several goals.

At the present time in most institutions programming is not predicated on comprehensive understanding of the population(s) being served, but rather on intuitive judgment by community services personnel. There is clearly need for greater understanding of the population being served presently, the demographic nature of the community, the structure of the community, and consequently the educational needs and aspirations of the community. In pursuit of this need the major goals of the project will be:

1. To develop a systematic process by which institutions can maintain records and easily retrieve comparable information on populations currently being served.

2. To develop a systematic, yet simple and cost effective, process for analyzing the demographic characteristics and educational needs of the population in specific geographical areas which can be shared among institutions serving that region or area.

3. To train community service and continuing education personnel in the use and implementation of the systems developed.

A. The need for frequent communication about program information is clear, especially if institutions are to avoid duplication of programs and wish to coordinate program efforts. There is also a need to establish better working relationships among institutions of higher education and between such institutions and other adult education agencies. Thus, related goals of the project will be:

4. To develop a system for sharing program information among and between institutions serving specific geographical areas.

5. To provide activities and systems which will bring together community service and continuing education personnel for sharing of information and problem solving.

B. Presently most institutions are offering continuing education programs through class or conference formats. Some institutions are experimenting with television, newspaper courses, and other media. There is no statewide delivery system or even an understanding of possible delivery systems. Related goals of the project will include:

6. To acquire information on operation and capabilities of various delivery systems;

7. To examine the possibilities of developing some kind of coordinated and cooperative delivery system(s) for the State or various geographical areas of the State.

C. Among continuing education and community service personnel, probably the greatest need is for inservice training in the field of adult education. It is estimated that probably less than 20% of the personnel now doing community service work in Maryland institutions have any specific training in the field. Few have any understanding of the total field, and most have only limited adult education skills. Thus, the major emphasis of this project will be on staff training in program development, management and administration, evaluation, and related skills. Major goals in support of these needs are as follows:

8. To acquire skills in program development for adults.

9. To acquire skills in management and administration of the adult education enterprise.

10. To acquire an understanding of the broad field of adult education.

11. To acquire skills in proposal writing and fund raising for community service projects and programs.

12. To acquire skill in evaluating adult education programs.

D. Closely related to the need for adult education skills are needs in the areas of general information about the total field, and the application of relevant research in adult education to specific problem areas. Two goals have emerged from this area of need:

13. To develop a classified bibliography of general materials which deal with various aspects of adult education.

14. To develop a bibliography (possibly annotated) on research that is directly relevant to the concerns of Maryland community service and continuing education problems.

The above objectives, at varying levels of specificity, may be modified, and certainly refined, as the project is conducted and further information on specific needs is developed. As other institutions become involved they are expected to provide inputs resulting in modifications.

NATURE OF PROJECT ACTIVITIES

There will be several "sub-projects" in support of specific training programs. "Sub-projects" will include development of information collecting and disseminating systems, community survey systems, and development of bibliographies. These will be undertaken by project staff, members of the Advisory Committee, and institutional personnel.

The major project activities will be a variety of seminars and conferences focussing on specific skills required by community service and continuing education personnel.

ADVISORY COMMITTEE AND PROJECT STAFF

An Advisory Committee, composed of representatives of the major types of institutions, has been appointed. The Committee will provide overall direction and assessment of the project. Members of the Committee are as follows:

Dr. June Bricker
State Leader, Home Economics
Cooperative Extension Service
University of Maryland
College Park, Maryland

Dr. Thomas E. Florestano
Dean, Continuing Education
Anne Arundel Community College
Arnold, Maryland 21012

Mr. Howard Geer, Dean
Community Services
Montgomery College
Rockville, Maryland

Dr. Keith Glancy
Evening College
Johns Hopkins University
Baltimore, Maryland 21218

Mr. James L. Oates
Director, Community Services
Catonsivlle Community College
Catonsville, Maryland 21218

Dr. Frederick F. Otto
Dean of Community Services
Hagerstown Community College
Hagerstown, Maryland 21740

Dr. Beryl Williams
Director, Evening and Summer School
Morgan State College
Baltimore, Maryland 21239

The Project Staff is as follows:

Dr. John H. Buskey, Project Director
Director, Conferences & Institutes Div.
University College
University of Maryland
College Park, Maryland 20742

Mr. David E. Hartl, Asst. Project Dir.
Assistant Director, Conferences and Institutes Division
University College
University of Maryland
College Park, Maryland 20742

FUNDING

Costs for conduct of the project, instruction, training facilities, publication, and administration are provided by PROGRAM IMPACT, from Federal sources. Costs of participant attendance at meetings and seminars, (staff time, travel, lodging and meals) are to be provided by the participants' institutions, and will constitute a portion of the matching costs necessary for conduct of the project.

WORKSHOP MATERIALS

FACULTY IN-SERVICE TRAINING PROGRAM

Catonsville Community College
February 8, 1975

Workshop Leader
Dr. David E. Hartl
University of Maryland University College
Conferences and Institutes Division

A Program Co-Sponsored by
Catonsville Community College
Staff Development Committee
and
Maryland Project to Strengthen Community Service Programs
in Institutions of Higher Education
(Funded under Title I, HEA 1965)

ASSUMPTIONS ABOUT ADULTS AS LEARNERS AND THEIR TECHNOLOGICAL IMPLICATIONS FOR ADULT EDUCATION PRACTICE*

Assumptions	Technological Implications
As a person matures...	Assumptions have implications for the...
1)...his self concept moves from being a dependent personality toward one of being a self-directed human being;	a) learning climate b) diagnosis of needs c) planning process d) conducting of the learning experiences e) evaluation of learning
2)...he accumulates a growing reservoir of experience that becomes an increasing resource for learning;	a) emphasis on experiential techniques b) emphasis on practical application c) unfreezing and learning to learn from experience
3)...his readiness to learn becomes oriented increasingly to the developmental tasks of his social roles;	a) timing of learnings b) grouping of learners
4)...his time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly his orientation shifts from one of subject centeredness to one of problem centeredness.	a) orientation of adult educators as learning helpers b) organization of the curriculum c) design of the learning experiences

* Taken from The Modern Practice of Adult Education, Andragogy vs. Pedagogy, Malcolm S. Knowles, Association Press. 291 Broadway, New York, 1970.

A COMPARISON OF ASSUMPTIONS AND PROCESSES OF PEDAGOGY AND ANDRAGOGY

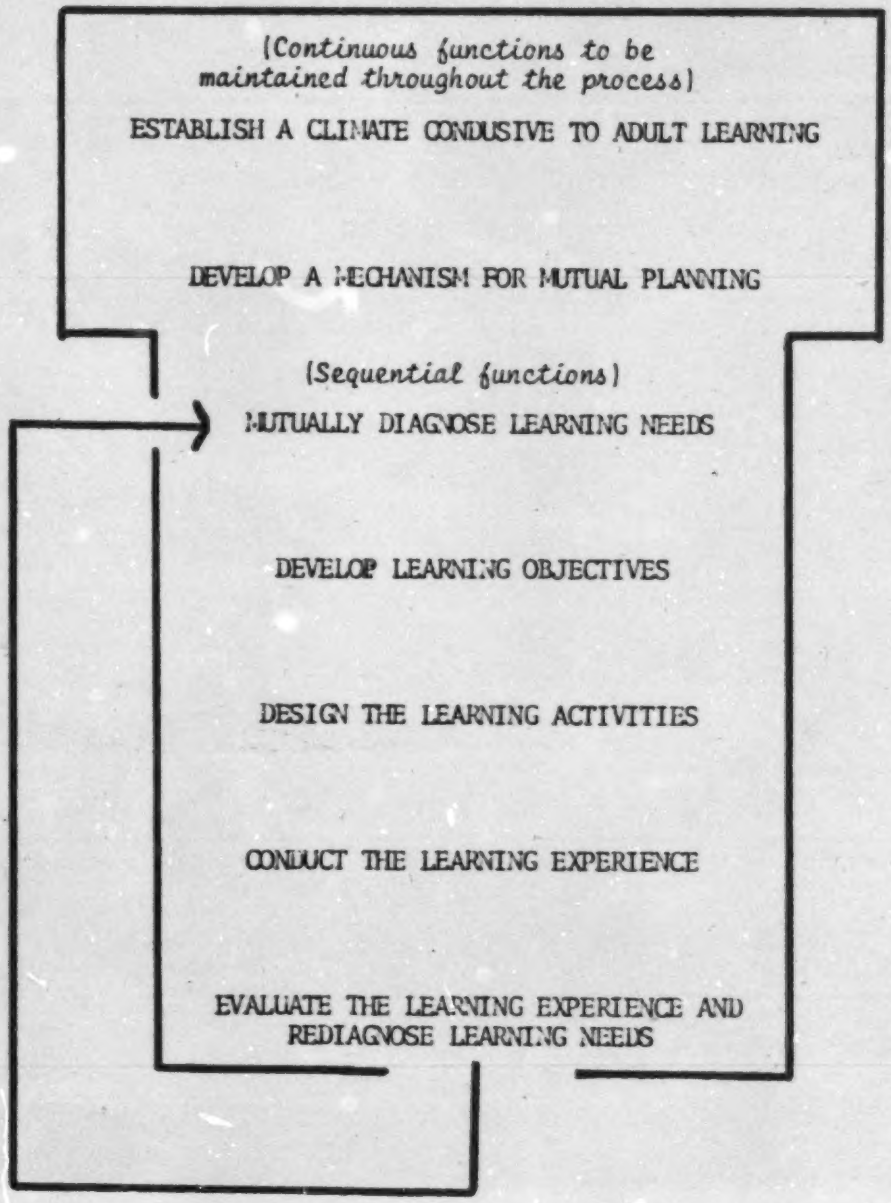
By Malcolm S. Knowles
Boston University

ASSUMPTIONS		
Dimension	Pedagogy	Andragogy
Self-concept	Dependency	Increasing self-directiveness
Experience	Of little worth	Learners are a rich resource for learning
Readiness	Biological development Social Pressure	Developmental Tasks Social Roles
Time Perspective	Postponed application	Immediacy of application
Orientation to learning	Subject centered	Problem centered

PROCESS ELEMENTS		
Dimension	Pedagogy	Andragogy
Climate	Authority-oriented Formal Competitive Teacher Dominated	Mutuality Respectful Collaborative Informal
Planning	By teacher	Mechanism for mutual planning
Diagnosis of needs	By teacher	Mutual self-diagnosis
Formulation of objectives	By teacher	Mutual negotiation
Design	Logic of the subject matter --- Content Units	Sequenced in terms of readiness --- Problem Units
Activities	Transmittal techniques	Experiential techniques (inquiry)
Evaluation	By teacher	Mutual re-diagnosis of needs --- Mutual measurement of program

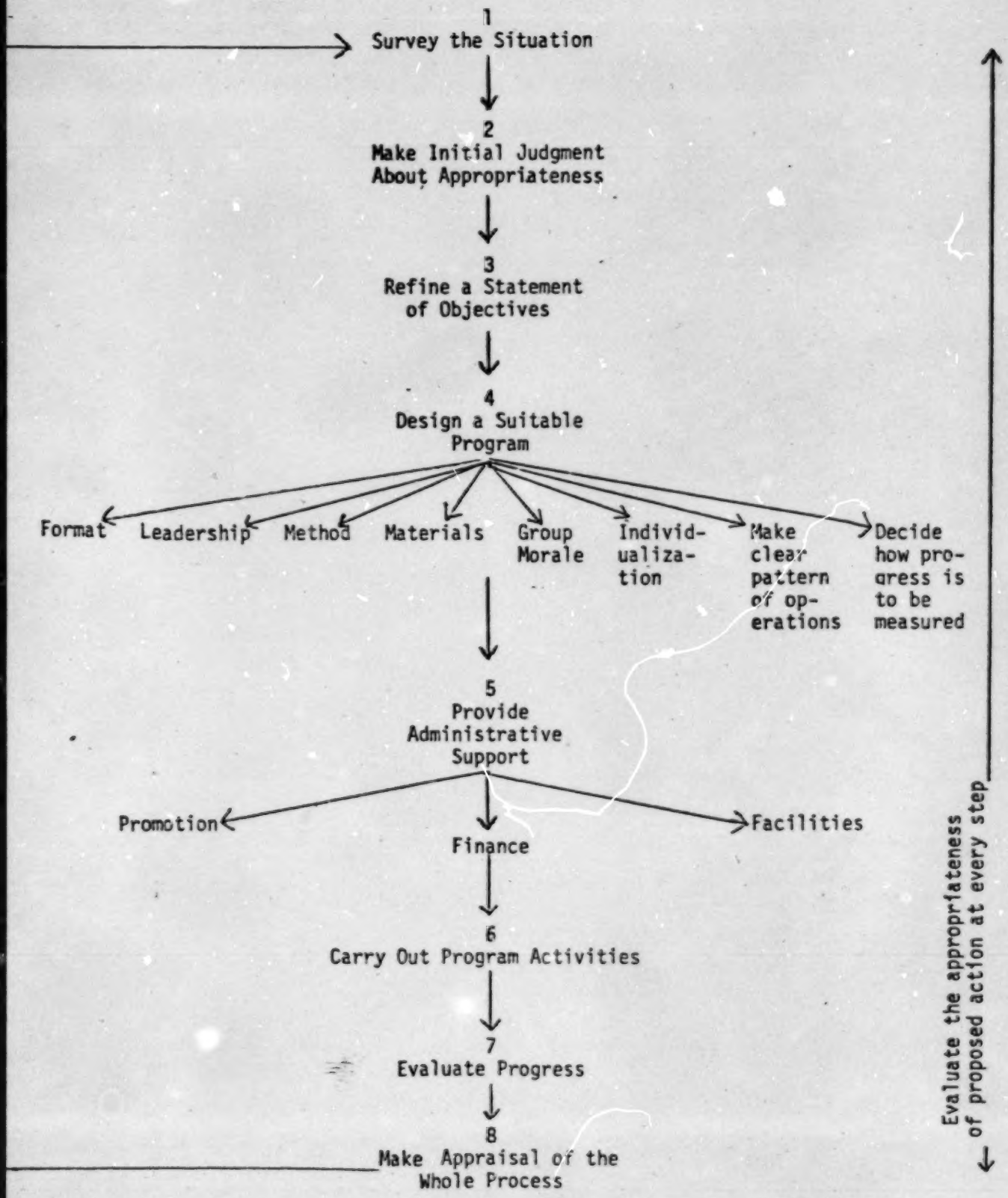
THE ANDRAGOGICAL PROCESS OF PROGRAM DEVELOPMENT

A seven-step outline


(Continuous functions to be maintained throughout the process)
ESTABLISH A CLIMATE CONDUSIVE TO ADULT LEARNING
DEVELOP A MECHANISM FOR MUTUAL PLANNING
(Sequential functions)
MUTUALLY DIAGNOSE LEARNING NEEDS
DEVELOP LEARNING OBJECTIVES
DESIGN THE LEARNING ACTIVITIES
CONDUCT THE LEARNING EXPERIENCE
EVALUATE THE LEARNING EXPERIENCE AND REDIAGNOSE LEARNING NEEDS

Reference: Malcolm S. Knowles, The Modern Practice of Adult Education, Andragogy vs. Pedagogy (New York: Association Press, 1970).

BASIC STEPS OF PROGRAM DEVELOPMENT - 2



CRITERIA FOR EFFECTIVE LEARNING / TEACHING

Conditions of Learning	Principles of Teaching
The learners feel a need to learn.	1) The teacher exposes students to new possibilities for self-fulfillment.
	2) The teacher helps each student clarify his own aspirations for improved behavior.
	3) The teacher helps each student diagnose the gap between his aspiration and his present level of performance.
	4) The teacher helps the students identify the life problems they experience because of the gaps in their personal equipment.
The learning environment is characterized by physical comfort, mutual trust and respect, mutual helpfulness, freedom of expression, and acceptance of differences.	5) The teacher provides physical conditions that are comfortable (as to seating, smoking, temperature, ventialtion, lighting, decoration) and conducive to interaction (preferably, no person sitting behind another person).
	6) The teacher accepts each student as a person of worth and respects his feelings and ideas.
	7) The teacher seeks to build relationships of mutual trust and helpfulness among the students by encouraging cooperative activities and refraining from inducing competiveness and judgmentalness.
	8) The teacher exposes his own feelings and contributes his resources as a colearner in in the spirit of mutual inquiry.
The learners perceive the goals of a learning experience to be their goals.	9) The teacher involves the students in a mutual process of formulating learning objectives in which the needs of the students, of the institution, of the teacher, of the subject matter, and of the society are taken into account.

Conditions of Learning	Principles of Teaching
The learners accept a share of the responsibility for planning and operating a learning experience, and there fore have a feeling of commitment toward it.	10) The teacher shares his thinking about options available in the designing of learning experiences and the selection of materials and methods and involves the students in deciding among these options jointly.
The learners participate actively in the learning process.	11) The teacher helps the students to organize themselves (project groups, learning-teaching teams, independent study, etc.) to share responsibility in the process of mutual inquiry.
The learning process is related to and makes use of the experience of the learners.	12) The teacher helps the students exploit their own experiences as resources for learning through the uses of such techniques as discussion, role playing, case method, etc. 13) The teacher gears the presentation of his own resources to the levels of experience of his particular students. 14) The teacher helps the students to apply new learnings to their experience, and thus to make the learnings more meaningful and integrated.
The learners have a sense of progress toward their goals.	15) The teacher involves the students in developing mutually acceptable criteria toward the learning objectives. 16) The teacher helps the students develop and apply procedures for self-evaluation according to these criteria.

From: The Modern Practice of Adult Education: Andragogy versus Pedagogy, Malcolm S. Knowles, (New York: Association Press, 1970)

A CHECKLIST FOR EFFECTIVE ADULT LEARNING AND GROWTH

Over the last 15-20 years a variety of research has been carried out on the conditions where adults learn, grow, change, become more involved and more effective. These conditions apply in the classroom, in informal settings, in committees and in one-to-one helping and supervision relationships. The following items have a direct relation to whether adults learn, grow, change, develop, and become meaningfully involved.

In the following list the word "learning" is used. "Grow", "change", or "develop" could be used.

1. An adult has to be responsible for his or her own learning. Spoon feeding, motivating from the outside and force do not lead to learning.

2. One of the greatest goals of adult learning is to learn how to learn - a process or set of skills which youth education really doesn't equip us to do. This goal often takes a long time and we often are not willing to invest the time because of the task at hand...or the things to be learned.

3. To learn how to learn - adults must develop their own learning goals. People become involved in the things which they create.

4. To learn how to learn - allow adults to become involved in the process of self-evaluation often during the course of the learning experience.

5. To learn how to learn - allow adults to decide how they will go about achieving their own goals.

6. To learn how to learn - don't be afraid of the hunk of time which seems to be wasted as people do 3, 4, and 5.

7. Learning occurs when there is real encounter - between people, between people and ideas.

8. Learning is increased in an informal climate.

9. Learning is increased through a high degree of participation.

10. Learning is increased through varied methods and materials.

11. Learning is increased with the use of the resources of evervone present, not just the experts, etc.

12. Learning is increased when it is built on the expectations of those present.

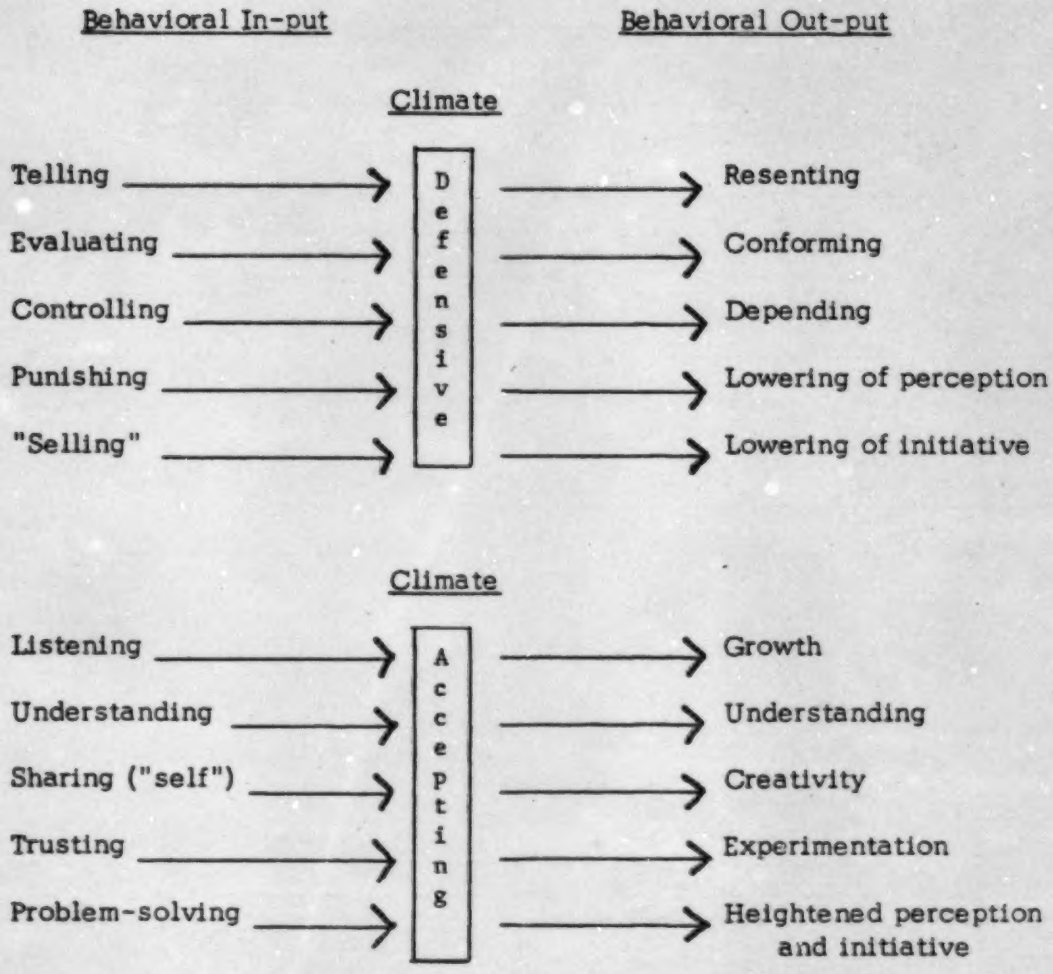
13. Adult learning must be related to life...and current real concerns and interests. Adults want to learn things which they can use soon.

DIMENSIONS OF MATURATION

From	Toward
1. Dependence	Autonomy
2. Passivity	Activity
3. Subjectivity	Objectivity
4. Ignorance	Enlightenment
5. Small abilities	Large abilities
6. Few responsibilities	Many responsibilities
7. Narrow interests	Broad interests
8. Selfishness	Altruism
9. Self-rejection	Self-acceptance
10. Amorphous self-identity	Integrated self-identity
11. Focus on particulars	Focus on principles
12. Superficial concerns	Deep concerns
13. Imitation	Originality
14. Need for certainty	Tolerance for ambiguity
15. Impulsiveness	Rationality

From: The Mature Mind, Harry A. Overstreet, (New York: W.W. Norton, 1949).

THE EFFECT OF CLIMATE ON BEHAVIOR



THE HELPING RELATIONSHIP AND FEEDBACK

I. General Observations

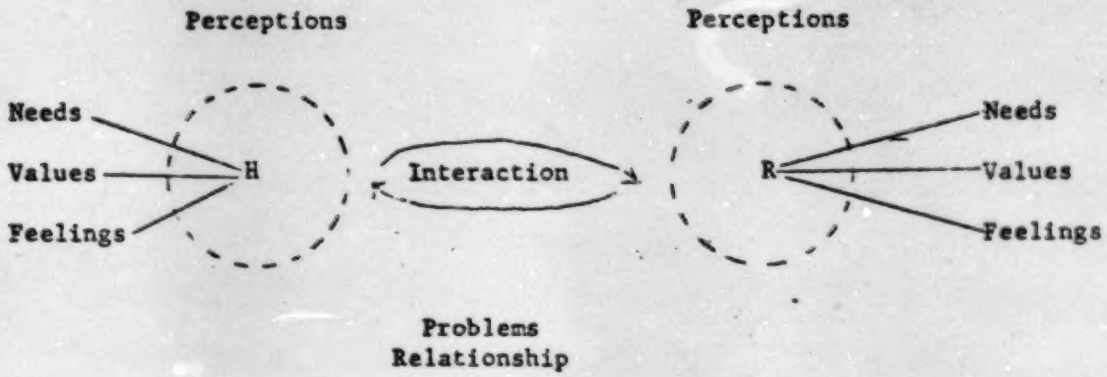
1. Different names are used to designate the helping process such as counseling, teaching, guiding, training, educating, etc.

2. They have in common that the helping person is trying to influence (and therefore change) the individual who is being helped.

3. The expectation is furthermore that the direction of the change in the receiver of help will be constructive and useful to him (i.e., clarify his perceptions of the problem, bolster his self-confidence, modify his behavior or develop new skills, etc.).

II. One Way to Visualize the Helping Situation

1. One way to look at the helping situation is to sketch it in the following manner.



2. The helping situation is dynamic; i.e., characterized by interaction which is both verbal and non-verbal, and relationships.

3. The helping person has needs (biological and psychological), feelings, and a set of values.

4. The receiver of help has needs (biological and psychological), feelings, and a set of values.

5. Both helper and the receiver of help are trying to satisfy needs in the situation.

6. The helper has perceptions of himself, of the receiver of help, of the problem, and of the entire situation (expectancies, roles, standards, etc.).

7. The receiver of help has perceptions of himself, of the helper, of the problems, and of the entire situation (expectancies, roles, standards, etc.).

8. The interaction takes place in relation to some need or problem which may be external to the two individuals, interwoven with the relationship of the two individuals, or rooted in the relationship between the two individuals. Wherever the beginning point and the focus of emphasis is, the relationship between the two individuals becomes an important element in the helping situation as soon as interaction begins.

9. His needs, values and feelings, and his perception of them as well as his perception of the situation (including the problem and the helper) cause the receiver of help to have certain objectives in the interaction which takes place.

10. His needs, values and feelings, and his perception of them as well as his perception of the situation (including the problem and the receiver of help) cause the helper to have certain objectives in the interaction which takes place.

11. Both helper and receiver of help have power; i.e., influence, in relation to the helping situation. Except for surface conformity or breaking off the interaction, however, it is the receiver of help who controls the question of whether in the final analysis change takes place.

III. To depict the helping situation as above suggests its complexity. It is not easy to give help to another individual in such a way that he will be strengthened in doing a better job of handling his situation. Nor is it easy to receive help from another person, that is the kind of help which makes us more adequate in dealing with our problems. If we really listen and reflect upon the situations in which we are in either the helper or helping role, we not only are impressed with the magnitude and range of the problems involved in the helping situation, but also realize that we can keep on learning as a helping person or a person receiving help as long as we live.

IV. Let us reflect on some of the things about us that make it difficult to receive help.

1. It is hard to really admit our difficulties even to ourselves. It may be even harder to admit them to someone else. There are concerns sometimes whether we can really trust the other person, particularly if it is in a work or other situation which might affect our standing. We may also be afraid of what the other person thinks of us.

2. We may have struggled so hard to make ourselves independent persons that the thought of depending on another individual seems to violate something within us. Or we may all our lives have looked for someone on whom to be dependent and we try to repeat this pattern in our relationship with the helping person.

3. We may be looking for sympathy and support rather than for help in seeing our difficulty more clearly. We ourselves may have to change as well as others in the situation. When the helper tries to point out some of the ways we are contributing to the problem, we may stop listening. Solving a problem may mean uncovering some of the sides of ourselves which we have avoided or wished to avoid thinking about.

4. We may feel our problem is so unique no one could ever understand it and certainly not an outsider.

V. Let us reflect upon some of the things which make it difficult for us to give help.

1. Most of us like to give advice. Doing so suggests to us that we are competent and important. We easily get caught in a telling role without testing whether our advice is appropriate to the abilities, the fears, or the powers of the person we are trying to help.

2. If the person we are trying to help becomes defensive, we may try to argue or pressure him -- meet resistance with more pressure and increase resistance. This is typical in argument.

3. We may confuse the relationship by only responding to one aspect of what we see in the other's problem by overpraising, avoiding recognition that the person being counseled must see his own role and his own limitations as well.

VI. To be fruitful, the helping situation needs these characteristics:

1. Mutual trust.

2. Recognition that the helping situation is a joint exploration.

3. Listening, with the helper listening more than the individual receiving help.

4. Behavior by the helper which is calculated to make it easier for the individual receiving help to talk.

VII. Because we are human, the potential for all the weaknesses and the strengths, the follies, and the wisdom known to man exists at some level within us.

Human beings become more capable of dealing with their problems as success experiences give them a greater sense of adequacy to meet situations. This does not imply avoiding a recognition of the conflict issues and the inadequacies but a recognition as well of the strengths and the success experiences.

VIII. "Feedback" is a way of helping another person to consider changing his behavior. It is communication to a person (or a group) which gives that person information about how he affects others. As in a guided missile system, feedback helps an individual keep his behavior "on target" and thus better achieve his goals.

Some criteria for useful feedback:

1. It is descriptive rather than evaluative. By describing one's own reaction, it leaves the individual free to use it or to use it as he sees fit. By avoiding evaluative language, it reduces the need for the individual to react defensively.

2. It is specific rather than general. To be told that one is "dominating" will probably not be as useful as to be told that "just now when we were deciding the issue you did not listen to what others said and I felt forced to accept your arguments or face attack from you."

3. It takes into account the needs of both the receiver and giver of feedback. Feedback can be destructive when it serves only our own needs and fails to consider the needs of the person on the receiving end.

4. It is directed toward behavior which the receiver can do something about. Frustration is only increased when a person is reminded of some shortcoming over which he has no control.

5. It is solicited rather than imposed. Feedback is more useful when the receiver himself has formulated the kind of question which those observing him can answer.

6. It is well-timed. In general, feedback is most useful at the earliest opportunity after the given behavior (depending, of course, on the person's readiness to hear it, support available from others, etc.).

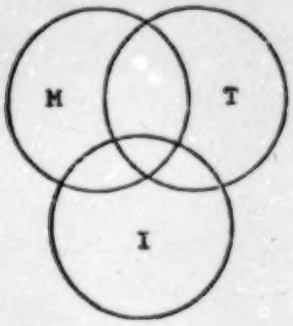
7. It is checked to insure clear communication. One way of doing this is to have the receiver try to rephrase the feedback he has received to see if it corresponds to what the sender had in mind.

8. When feedback is given in a training group, both giver and receiver have opportunity to check with others in the group the accuracy of the feedback. Is this one man's impression or an impression shared by others?

Feedback, then, is a way of giving help; it is a corrective mechanism for the individual who wants to learn how well his behavior matches his intentions; and it is a means for establishing one's identity -- for answering Who Am I?

(National Training Laboratories Reading Book 1964)

THE THREE-LEGGED STOOL OF GROUP FUNCTION



Group Functions - Every group operates on three levels, although our usual experience and frame of reference makes us aware of only one of these. These levels are:

A. Task Level: Every group has some task confronting it, and most groups in our experience exist primarily for carrying out a task. A task consists of whatever it is that the group has been organized or designated to do. Most groups in which we are involved are primarily conscious of the task need and seem to operate mainly on this level.

B. Maintenance Level: A group consists of a constantly changing network of interactions and relationships between persons. A group, therefore, has a growing awareness of itself as a group, and it is faced with the need to maintain the interactions and relationships within it in some genuine "working order" if the task is to be accomplished. This is the morale factor in groups.

C. Individual Need - Meeting Level: Every group is composed of individuals, each of whom brings to the group individual needs which impinge upon the group and its task. These needs range from the desire for comfortable chairs to the need to "show off." It is at this level that we are most apt to be found wanting for individual needs are frequently screened behind the task drive of the group and/or well developed behavior patterns. Many a group has floundered because the individual needs have remained beneath the surface.

As a group operates in balance on these three levels, so it shows itself to be an efficient and mature group. As one or more of these levels is neglected, so its efficiency is impaired and its growth thwarted.

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Maryland Community Services
and Continuing Education Project

ADULT EDUCATION PROCESSES:

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SOME PRINCIPLES FOR SELECTING METHODS TO ACHIEVE PARTICULAR OBJECTIVES

1. Matching methods to outcomes in terms of kinds of change.

Type of Behavioral Change	Most Appropriate Methods
KNOWLEDGE (Generalizations about experience; the internalization of information)	Lecture; panel, symposium Reading Audio-Visual aids Book-based discussion
INSIGHT AND UNDERSTANDING (The application of information to experience)	Feedback devices Problem-solving discussion Laboratory experimentation Exams and essays Audience participation Case Problems
SKILLS (The incorporation of new ways of performing through practice)	Practice exercises Practice role-playing Drill Demonstration Practicum
ATTITUDES (The adoption of new feelings through experiencing greater success with them)	Reverse role-playing Permissive discussion Counseling-consultation Environmental support Case method
VALUES (The adoption and priority arrangement of beliefs)	Biographical reading and drama Philosophical discussion Sermons and worship Reflection
INTERESTS (Satisfying exposure to new activities)	Trips Audio-Visual aids Reading Creative arts Recitals, pageants

2. Designing formats for learning

a. Selection for learning activities

(1) GENERAL SESSIONS

(a) Platform presentations
-Speeches, research reports, book reviews
-Group interviews
-Panels, symposiums, debates
-Audio-visual aids, dramatizations
-Demonstrations

(b) Audience participation
-Listening teams
-Reaction panels
-Audience role-playing
-Buzz sessions
-Question and answer
-Group reports
-Open discussion
-Inductive lecture
-Skills exercises
-Case problem discussion
-Triad consultation

(2) WORK GROUPS

(a) Laboratory Groups
(b) Special interest groups
(c) Problem-solving groups
(d) Discussion groups
(e) Planning groups
(f) Instructional groups
(g) Research and evaluation
(h) Skill practice groups
(i) Consultation groups
(j) Operational groups

(3) READING
(4) CONSULTATION AND COUNSELING
(5) WORSHIP
(6) RECREATIONAL ACTIVITIES

b. Elements of Design

(1) SEQUENCE (movement)
(2) CONTINUITY (line)
(3) UNITY (coherence)
(4) RHYTHM (pace)
(5) COLOR (spirit)
(6) CLIMATE (feeling)
(7) CREATIVITY (uniqueness)
(8) INVOLVEMENT (ego-identification)

INCENTIVES FOR ADULT LEARNING

People Want to Gain

1. Health
2. Time
3. Money
4. Popularity
5. Improved Appearance
6. Security in old age
7. Praise from others
8. Comfort
9. Leisure
10. Pride in accomplishment
11. Advancement: business, social
12. Increased enjoyment
13. Self-confidence
14. Personal prestige

They Want to Be

1. Good parents
2. Social, hospitable
3. Up-to-date
4. Creative
5. Proud of their possessions
6. Influential over others
7. Gregarious
8. Efficient
9. "First" in things
10. Recognized as authorities

They Want to Do

1. Express their personalities
2. Resist domination by others
3. Satisfy their curiosity
4. Emulate the admirable
5. Appreciate beauty
6. Acquire or collect things
7. Win others' affection
8. Improve themselves generally

They Want to Save

1. Time
2. Money
3. Work
4. Discomfort
5. Worry
6. Doubts
7. Risks
8. Personal embarrassment

* Irving Lorge, "Effective Methods in Adult Education," Report of the Southern Regional Workshop for Agricultural Extension Specialists (Raleigh: North Carolina State College, June 1947). p. 25.

MARYLAND COMMUNITY SERVICES/CONTINUING EDUCATION PROJECT

TASK FORCE ON IN-SERVICE ADULT EDUCATION

EVALUATION INSTRUMENT

March 17, 1975

This instrument is designed to test the outcomes of the past few weeks work on the subject of adult education theory and methods. The task force sponsoring these workshops is interested in finding out if this kind of educational intervention is effective and whether it can be replicated in other institutions. Your cooperation would therefore be greatly appreciated. You need not identify yourself on this questionnaire but are certainly welcome to do so if you wish.

Sessions Attended:

1. All-day Workshop, Saturday, Feb. 8 ____ yes ____ no
2. Two-hour Workshop, Monday, Feb. 17 ____ yes ____ no
3. Two-hour Workshop, Monday, Feb. 24 ____ yes ____ no
4. Two-hour Workshop, Wednesday, March 5 ____ yes ____ no
5. Two-hour Workshop, Monday, March 17 ____ yes ____ no

Write four characteristics of the adult learner or, if you cannot remember them all, write a paragraph describing your understanding of how adult learners differ from primary learners.

Describe your understanding of the difference between:

. Content

. Process

True or False:

Utilization of the theory and techniques of andragogy means that the class is unstructured

_____ true _____ false

Briefly describe how a person comfortable with the principles of andragogy might establish goals and objectives for a class (content matter is your choice):

The energy of any group (or class) available for a task is dependent upon how certain issues are resolved. Six were listed by Dr. Hartl, for example, Identity. List as many of the other five as you can.

List the things you've tried in your own classes since the beginning of this workshop series that reflect your understanding of andragogy:

List the andragogical techniques you've thought about trying in your classes:

Do you believe the task force should try to replicate this series of workshops for other community college faculty?

_____ yes _____ no

Do you believe the cycle was: _____ too short _____ just right _____ too long

If too short, how many sessions would you add? _____

Was the reading material adequate? if not, what would you add?

Additional comments:

(you may continue your comments on the back of this page.)

CATONSVILLE COMMUNITY COLLEGE
Catonsville, Maryland 21228

STUDENT EVALUATION OF NON-CREDIT COURSE

This Evaluation Form is used as a basis for improving our service to the community. We would appreciate your completing this form and returning it to the College either the last session of class, or should you not finish the course return it by mail to the Office of Community Services, 800 South Rolling Road - 21228. Please use the reverse side of this paper for additional comments.

COURSE TITLE: _____

COURSE LENGTH: _____ SESSIONS. INSTRUCTOR'S NAME _____

1. How did you learn about the course?
___Newspaper publication
___Friend or student at CCC
___Faculty member at CCC
___Radio or television
___Other (Please List)

2. During the course I missed:
___No classes
___1 class
___2 classes
___3 or more classes

3. The facilities and instructional materials used were:
___Very adequate
___Good
___Fair
___Poor

Please state inadequacies:
_____

4. The objectives/goals of the course were:
___Specifically explained
___Vaguely explained
___Poorly explained
___Never explained

5. Was the course content what you expected?
___Content was completely as I expected
___Most of content was different from what I expected
___Most of content was as I expected
___Not what I expected at all

6. My instructor's presentation of material was well organized and explanations were clear and understandable:
___Most of the time ___Sometimes ___Rarely ___Never

7. My instructor has helped me to develop viewpoints and appreciations:
___Most of the time ___Sometimes ___Rarely ___Never

8. Would you recommend this course?
___Would recommend it with no reservations
___Would recommend with many qualifications
___Would not recommend at all
___Would recommend with some qualifications

Please explain why or why not you would recommend it _____
_____

9. What specific things do you believe might be done to improve the teaching of this course? _____

10. What courses would you like to see offered as a preliminary or follow-up course to this one? _____

11. If there were any additional instructors for this course please comment on their performance _____

MARYLAND COMMUNITY SERVICES/CONTINUING EDUCATION PROJECT

Faculty In-Service Training Program

Catonsville Community College

Participants

NAMES	2-8-75 9:30am-4:30pm	2-17-75 2:00pm-4:00pm	2-24-75 2:00pm-4:00pm	3-5-75 2:00pm-4:00pm	3-17-75 2:00pm-4:00pm	3-19-75 2:00pm-4:00pm
Joel Lapin	X					
Donald Hobbs	X	X				
Andrew Weber	X					
Louise Meister	X					
Don Jansiewicz	X	X	X	X	X	
Christina Rojahn	X	X			X	
Ruth Ann Patterson	X	X	X			
Jim Koury	X	X	X	X		
Harvy Dubin	X	X	X	X	X	
Paul Boxell	X	X			X	X
Pat Buck	X	X	X	X	X	
Margaret McCullin	X		X			
Steve Germeroth	X					
Terry Harville	X	X	X		X	X
Bonnie Preston	X	X	X		X	X
Stephanie Caravello	X	X				
Bill Philipp	X	X	X		X	X
Glen Chambers	X	X	X			

NAME	2-8-75 9:30am-4:30pm	2-17-75 2:00pm-4:00pm	2-24-75 2:00pm-4:00pm	3-5-75 2:00pm-4:00pm	3-17-75 2:00pm-4:00pm	3-19-75 2:00pm-4:00pm
Charles Taylor	X					
Joyce Kaetzel	X	X		X		X
Dorothy Justice	X					
Lou Eisenhauer	X	X	X			
Gladys Tankard	X	X	X	X	X	X
Walt Weber	X	X		X	X	X
Dick Morrison		X	X	X	X	X
Julie Noble		X	X	X		
Donna Cookson			X	X		
Howard Caplan		X	X			X
Evelyn McCullough		X				
Peggy McCullen				X	X	

Dear Colleague:

You are invited to participate in a jointly-sponsored workshop entitled "The Adult Learner", which will focus on basic assumptions about the characteristics of adult learners and their implications for designing the learning process. The enclosed brochure describes briefly the assumptions and implications that will be explored in the program.

"The Adult Learner" was organized by the joint efforts of the Catonsville Community College Staff Development Office and the Maryland Project to strengthen community services in institutions of higher education (a Title One project).

Dr. David E. Hartl, Assistant Director of Conferences and Institutes and Head, Office of Project Development, University of Maryland University College, will be the program leader. Dr. Hartl has taught in graduate programs of adult education at the Boston University and the Johns Hopkins University, in addition to his program development responsibilities in adult education at the University of Maryland.

The first meeting will be a workshop on Saturday, February 8, 1975 from 9:00 A.M. to 5:00 P.M. in the second floor Conference Room of the Learning Resources Center. Also, there will be four sessions and an evaluation that will be held on succeeding afternoons beginning the week of February 10, 1975. The time and day are to be scheduled at the mutual convenience of the program participants and the workshop leader. Enrollment will be limited to twenty-five (25) participants.

We think this is a well designed program that should be of particular interest to community college faculty, since the student population is predominantly adult. We hope you will be able to attend the workshop, and ask that the reservation form be returned by January 22, 1975.

Sincerely,

Michael L. DeLuca
James Oates

MLD/JO/djl

STAFF DEVELOPMENT
RETURN TO: MICHAEL DeLUCA

I plan to attend the Adult Learner Workshop, beginning on February , 1975 in the second floor Conference Room of the L.R.C.

NAME _____ HOME ADDRESS _____

02

HOME TELEPHONE NUMBER _____

Lunch will be served at the February 8, 1975 Workshop.)